

BOSTON COLLEGE BULLETIN

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Boston College Bulletin

Graduate School of Arts & Sciences 72/

June 30, 1972

On the Cover

A photographic representation of one of the finails of Ford Tower, Bapst Library, Boston College.

"The Margaret E. Ford Tower, into which the lovely recessed North Porch opens, is distinguished by a soaring medieval staircase ornamented with a corbelled balustrade. On the exterior, the Tower recalls Merton Tower at Oxford, with its squat bulk and fretwork like stone lace." (From *The Crowned Hilltop, Boston College In Its Hundredth Year*; text by Francis Sweeney, S.J.; The Hawthorne Press, 1962)

Design by Carol E. George, University Designer; cover photograph and photograph on page 6 by Daniel Natchek, Staff Photographer.

Photographs on pages 2, 251 and 278 by Lynn McLaren.

To the Reader

The *Boston College Bulletin* is intended for use as a source of information and continuing reference. Please save it or make it available to those who have need of it. Replacement copies cause expenditures which should more directly support the educational programs of the University.

Boston College Bulletin

Volume XLIV, Number 5, June 30, 1972

The *Boston College Bulletin* contains current information regarding the University calendar, admissions, degree requirements, fees, regulations and course offerings. It is not intended to be and should not be relied upon as a statement of the University's contractual undertakings.

Boston College reserves the right in its sole judgement to make changes of any nature in its program, calendar or academic schedule whenever it is deemed necessary or desirable, including changes in course content, the rescheduling of classes with or without extending the academic term, cancelling of scheduled classes and other academic activities, and requiring or affording alternatives for scheduled classes or other academic activities, in any such case giving such notice thereof as is reasonably practicable under the circumstances.

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Boston College Bulletin

Graduate School of Arts & Sciences 72/73



Boston College

University Heights

Chestnut Hill, Massachusetts 02167



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Boston College

The University

Boston College is one of the oldest Jesuit-founded universities in the United States. Its charter was granted to John McElroy, S.J., on April 1, 1863, by John Albion Andrew, Governor of the Commonwealth of Massachusetts. John Bapst, S.J., was the first President. As has been true of almost every leading college and university in the nation, the original intention was to provide collegiate instruction for young men in an atmosphere of a specific religious tradition. Boston College has followed the honored pattern of other American universities by growing into an eclectic institution of higher education. Its academic community is open to men and women of any and every background; its scholarly pursuits range the entire spectrum of contemporary thought and interest.

Boston College was first located in the South End of the City of Boston and continued there for its first half century. Shortly before World War I, Thomas Gasson, S.J., then President, purchased a property in Chestnut Hill, a suburb of Boston. In more than fifty years that have followed, the University Heights campus has grown to include forty collegiate structures and still retains much of its suburban beauty as well as an enviable prospect of the city six miles away.

The evolution of Boston College into today's University was particularly evident during the 1920's. The Summer Session, the Graduate School of Arts and Sciences, the Law School, and the Evening College of Arts, Sciences and Business Administration were added to the original College of Arts and Sciences. In 1927, the College of Liberal Arts at Lenox, Massachusetts, and the Schools of Philosophy and Theology at Weston—several miles west of the University Heights campus—all for the preparation of young men for the priesthood in the Society of Jesus—were established as schools of the University. The Graduate School of Social Work was established in 1936, and the College of Business Administration in 1938. The latter, with its Graduate School (1957), is now known as the School of Management. The Schools of Nursing and Education were founded, respectively, in 1947 and 1952.

Accreditation of the University

Boston College is a member of, or accredited by, the following educational institutions: The American Association of Colleges for Teacher Education, the American Association of Collegiate Schools of Business, the American Association of Theological Schools, the American Association of University Women, the American Bar Association, the American Chemical Society, the American Council on Education, the Association of American Colleges, the Association of American Law Schools, the Association of University Evening Colleges, the Association of Urban Universities, the Board of Regents of the University of New York, the College Entrance Examination Board, the Council of Graduate Schools, the Council on Social Work Education, the Jesuit Educational Association, the International Association of Universities, the International Association of Catholic Universities, the National Catholic Education Association, the National Commis-

sion on Accrediting, the Accrediting Service of the National League for Nursing, the New England Association of Colleges and Secondary Schools, and other similar organizations.

The Graduate School of Arts and Sciences

The Boston College Graduate School of Arts and Sciences was established by the Society of Jesus to promote the development of specialized study and professional academic research. It is dedicated to the cultivation of scholarship in all of its aspects: the acquisition of full and exact knowledge within a specific discipline; the original and methodical investigation of problems or of lacunae in knowledge; the collection, organization, and interpretation of data drawn from primary and important secondary sources; the communication of informed and discriminating judgments in clear and cogent papers and oral reports.

The Graduate School is administered by the Dean, assisted by the Educational Policy Committee and by the chairmen of all departments granting graduate degrees. All matters concerning admission, credits (including credits offered in transfer), assistantships or fellowships and general requirements are referred to the Dean. Graduate classes are conducted at the Chestnut Hill campus of Boston College, with the following major exceptions: some courses in Geophysics are conducted at the Weston College Seismological Station and the courses in Nursing make use of selected health agencies of the community. Field work occurs in a variety of courses in the social sciences.

Offering a wide range of courses in several disciplines and programs leading to the master's and doctoral degrees, the Graduate School invites inquiries and applications for admission from qualified college graduates who wish to pursue a regular program of advanced studies, or who wish to attend as special, non-degree students.



General Information

Correspondence and Inquiries

U.S. citizens should address their inquiries to the department concerned; foreign citizens to the *Admissions Office, Graduate School*. Requests for information concerning Interdisciplinary programs not provided in the following pages should be addressed to:

Graduate School of Arts and Sciences
McGuinn Hall 221
Boston College
Chestnut Hill, Massachusetts 02167

Foreign students who need special assistance with personal, non-academic problems attendant upon entering an American university may secure the information and aid that they require by addressing their questions to:

Office of the Dean of Students
McElroy Commons
Boston College
Chestnut Hill, Massachusetts 02167

Foreign students should note that their deadline for application for an assistantship or fellowship is February 15. The deadline for application for admission is May 1.

Preliminary inquiries may be made in person, if an applicant wishes, at the Graduate School office, located in McGuinn Hall 221. The office of the Graduate School is open from 9:00 to 4:30 Monday through Friday. It is closed on legal holidays and Good Friday.

Graduate School Offerings

Programs and Degrees

The Boston Graduate School of Arts and Sciences offers programs of study leading to the degrees of Doctor of Philosophy (Ph.D.), Doctor of Education (D.Ed.), Master of Arts (M.A.), Master of Science (M.S.), Master of Education (M.Ed.), Master of Arts in Teaching (M.A.T.), and Master of Science in Teaching (M.S.T.), and to a Certificate of Advanced Educational Specialization (C.A.E.S.). The various degrees are conferred as follows:

Depts. of Instruction	Ph.D	D.Ed.	M.A.	M.A.T.	M.S.	M.S.T.	M.Ed.	C.A.E.S.
Biology	x				x	x		
Chemistry	x				x	x		
Classical Lang.			x	x				
Economics	x		x	x				
Education	x	x		x		x	x	x

English	x	x	x		
Geol. & Geophysics				x	x
German Studies		x	x		
History	x	x	x		
Mathematics		x			x
Nursing				x	
Philosophy	x	x			
Physics	x			x	x
Political Science	x	x	x		
Psychology	x	x			
Romance Lang.	x	x	x		
Slavic & Eastern Lang.		x	x		
Sociology	x	x	x		
Theology	x				

Special Programs

American Studies	x
Med. Studies	x
BC Environ. Center	
Slavic & European Center	

Courses in the regular programs may also be audited (taken without academic credit) where the subject matter permits, and are open to students who are not degree candidates.

The Consortium

The Graduate School of Arts and Sciences is part of a consortium with Boston University, Brandeis University and Tufts University. Students in each institution may register for courses in any of the other three institutions, but guest students must obtain permission from instructors of the guest institution for registration. If accepted, they will have the library privileges of that institution. If class sizes are limited, host students are given priority. Fees are paid to the *home* institution, as if the course were being taken at the home institution. Consortial department catalogs are available in each of the corresponding departments and in the Graduate Office. Two weeks notice of intent must be given to our Registrar prior to the beginning of classes; forms for this are available from our Registrar. Please note that registration dates of the Consortium are not identical. Registration at the guest institution is the responsibility of the guest student—but our Registrar will be happy to provide assistance, if needed.

Master’s Programs

Requirements for Degrees of Master of Arts, Master of Science, and Master of Education

Acceptance

All candidates for a master’s degree generally must be graduates of an accredited college, with a good collegiate average and eighteen (18) semester hours of upper-division work in their proposed area of study. When a candidate’s general average is satisfactory, but the number of prerequisites falls short of the prescribed eighteen credits, the remaining prerequisites may be earned in the

graduate school by achieving a grade of B in courses approved for this purpose. Where there is some doubt about a candidate's scholastic record, the candidate may be accepted conditionally. His performance will then be evaluated by the departments and recommended to the Dean for approval after the first semester of course work or after a minimum of six credits has been earned.

Course Credits

A minimum of thirty (30) graduate credits is required for each master's degree, except in the Department of English. While no formal minor is required, a limited number of credits may be taken—but only with major departmental approval—in a closely-related minor for which the candidate is qualified. Graduate work completed at other approved institutions may be offered in partial fulfillment of the course requirements with the approval of the Chairman of the Department and the Dean. Not more than six transfer credits may be accepted; and these are accepted conditionally until at least one full semester of graduate work has been completed. A student who receives transferred credits is not hereby exempted from any part of the comprehensive examination.

Modern Language Requirement

The extent and nature of foreign language requirements are the responsibility of the department concerned; see the specific departmental descriptions.

Master's Comprehensive Examinations

Before any master's degree or certificate is awarded, the candidate must pass a departmental Master's Comprehensive Examination related to his graduate studies, and as specified by departmental requirements and procedures. At the option of the department, this examination may be oral, written or both. Each student is expected to consult his major department in order to learn the times at which the comprehensive examination is given and the general nature of the examination. Students planning to take this examination must complete a form for this purpose in the Registrar's office at least one month in advance. Departments will use the following four-point grading scale: pass with distinction (PwD), pass (P), low pass (LP), and fail (F). The candidate and the Dean shall be given written notification by the Chairman of the department concerned of the examination results for each student. This notification should normally be made within two weeks of the conclusion of the examination.

A candidate who fails the Master's Comprehensive Examination may take it again at a time specified or allowed by departmental regulations. If he fails a second time, no further attempt is allowed; there are no exceptions to this rule.

Thesis

In some master's degree programs a thesis is required; in others it is not. It is the responsibility of the student to make himself familiar with the regulations of his major department concerning the thesis requirement in the particular degree program he enters.

If a thesis is accepted in partial fulfillment of the requirements for a master's degree, ordinarily six credits will be granted for it. Each thesis shall be done under the supervision of a thesis director, and must be approved by him and by at least one other reader assigned by the department. Normally, both director and reader will be members of the Boston College Graduate School, but exceptions to this may be made with the approval of the Dean. In the preparation of the thesis, the style regulations of each department should be observed.

Two typed copies of each thesis, approved and signed by the director and reader must be submitted to the Graduate School office on or before the date specified in the academic calendar, accompanied by the proper fee. These must consist of the original and a clean copy. The submitted theses become the property of Boston College but the University does not limit the author's right to publish his results.

All students must be registered in the graduate school during any semester or term in which thesis supervision is required. As only six credit hours (maximum) are allowed for the thesis, those who have not completed their theses within this time and have met all other departmental course requirements are required to register (without academic credit) for two credit hours of supplementary thesis direction each semester.

Time Limit

All course work including the thesis and transferred credits must be completed within five years of the time at which the graduate courses begin. Time spent in the Armed Forces is not included within this five-year period. Extensions are permitted only with the approval of the department concerned and the Dean.

Leaves of Absence

Students who wish to interrupt their programs for one or more semesters must file a form to this effect in the office of the Registrar, indicating expected dates of the leave and having the written approval of the pertinent departmental Chairman. Unless such formal leave is obtained, students will be obliged to reapply for admission on return. Whether or not the leave time is to be considered a portion of the total *time limit* for the degree is a matter to be agreed upon initially between the student and the departmental Chairman, approved by the Dean and so stated on the leave of absence form.

Requirements for the Degrees of Master of Arts in Teaching (M.A.T.) and Master of Science in Teaching (M.S.T.)

The M.A.T. Program is available for candidates who are teaching or wish to teach English, the Social Sciences, and the classical and modern foreign languages. The M.S.T. program is available for candidates who are teaching or wish to teach Mathematics and the Natural Sciences.

Whenever relevant, the general regulations governing the requirements for the Master's programs described above are applicable to these degrees. Applicants for admission to the M.A.T. and M.S.T. programs must satisfy the regular Graduate School entrance requirements including eighteen semester hours of upper-division work in their proposed area of specialization. Students must be accepted both by the Department in which they wish to specialize and by the Department of Education. Whenever possible, the students will be involved in a paid full-year teaching internship as a major part of the program.

The M.S.T. and M.A.T. programs are pursued under one of three Plans: A, B, or C. Plan A combines graduate study with a year of teaching internship. Plan B combines a year of graduate study with a period of apprenticeship. Plan C is for an experienced teacher or a graduate from a School of Education without teaching experience. For additional details regarding these Plans, see the subsection in this *Bulletin* entitled "Secondary Education" listed under the Department of Education.

Course Credits

A minimum of thirty graduate credits are required for the M.A.T. and M.S.T. degrees under Plan C. Plans A and B for the M.A.T. and M.S.T. degrees require thirty-six graduate credits.

Modern Language Requirement

This is determined by the department in which the student specializes.

Comprehensive Examinations

Before the M.A.T. or M.S.T. degree is awarded, the student must pass a comprehensive examination on his course work. This examination is taken in two parts, one part to be devoted to the examinee's subject-matter field, the other part to the field of Education.

Research

Although a thesis is not prescribed as a requirement for this degree, each student is expected to complete a research paper in his area of specialization. The research paper is defined by, and under the jurisdiction of, the department in which the student specializes, i.e., English, History, foreign languages, Mathematics or the sciences.

Time Limit

All requirements must be completed within five years of the time at which course work began, exclusive of time spent in the armed forces. Normally, in a planned program of courses, internship and research, the degree can be completed within a two-year period.

Special Master's Programs

A Master of Arts Program in American Studies

For further information regarding admission and degree requirements, see page 133

A Master of Arts Program in Medieval Studies

For further information regarding admission and degree requirements, see page 134

A Master of Arts Program in Mathematics (non-research)

For further information regarding admission and degree requirements, see page 247

Doctor's Programs

Requirements for the Degree of Doctor of Philosophy

There are two academic pathways by which a student may pursue a program leading to a Ph.D. degree, a) through a department or b) where the departmental requirements are unable to satisfy the interests of the student and where the academic staff and facilities are available and sufficient for his proposed program, by committee arrangement through the Graduate School Office.

The degree of Doctor of Philosophy is conferred only in recognition of proficiency in advanced scholastic achievements. While the basic requirements for the doctor's degree may be defined, the degree is not granted for the routine fulfillment of certain regulations nor for the successful completion of a given number of courses, but only for distinctive attainment in a special field of con-

centration and for a demonstrated ability to modify or enlarge a significant subject in a thesis based upon original research and conspicuous for its scholarship. For these reasons the subsequent requirements are to be considered minimal and may be modified by the Department with the consent of the Dean. Candidates for the doctor's degree must pursue a unified and organized program of study. This organization is achieved in different ways in different departments as specified explicitly in their "Requirements and Procedures," which should be available from the departments.

Interdisciplinary Program Procedure

A prospective graduate student may inquire by correspondence either with the department involved or the Dean concerning the possibility of pursuing an interdisciplinary program. Similarly, a student accepted within a department who finds its regulations will not permit a program of sufficient breadth to satisfy his interests, may submit to the Dean a reasonably detailed statement of his interests, along with the usual application documents. (If he has already been accepted, he should request the Registrar to transmit his folder to the Dean, along with the above statement.) If the Dean concurs that no single department or degree program can serve the student's major interest, but that there are sufficient resources in the University to permit a viable doctoral program, he will so inform the student and appoint a faculty advisor. This advisor, together with the student, will develop and recommend to the Dean a *Study Committee*. The Dean, together with his Executive Council* will appoint the *Study Committee*, modifying the recommendations if desirable. The *Study Committee* will usually consist of five individuals, a majority of whom must be members of departments granting doctoral degrees. The *Study Committee* will develop a program of study for the student, a majority of the prescribed courses being from departments having doctoral programs, and prepare and administer his Comprehensive Examination in due course. In the event of failure, the *Study Committee* will recommend the course of further action. Satisfactory completion will result in advancement to doctoral candidacy, and the appointment by the Executive Council of a *Doctoral Committee* which may be identical with or different from the *Study Committee*. The *Doctoral Committee* will consist of a *Thesis Director*, a *Chairman* (other than the Director), two *Readers*, and a fifth professor with general interests. The duties of the Chairman will be to call meetings of the Doctoral Committee from time to time to ascertain the progress of the thesis, and to chair the final oral defense of the thesis.

In all other respects, the regulations of the Graduate School concerning the doctoral program in departments shall apply also to this interdisciplinary committee program.

Residence Requirements

The concept of residence is embedded in the philosophy that a doctoral student cannot develop the rapport and assimilate the total environment of the University without full-time residency at the University. The residence requirement may not be satisfied by summer session attendance only. This period must be arranged by the student with his department.

For students who hold the master's degree, a minimum of two full additional semesters of graduate course work is required for the doctorate. For those who are accepted on their collegiate record, at least four semesters of graduate course work are required. In this connection a full semester is ordinarily

* The Dean's Executive Council consists of a Chairman, representing each of the divisions of Natural Sciences, Social Sciences, and Humanities, plus the Dean of the School of Education and the Graduate Chairman of the Department of Nursing.

taken to mean four three-credit courses. At least one year of residence is required during which the student must be registered full-time at the University as a full-time student and in which he follows a program of course work or research approved by the major department. Students who wish leaves of absence which carry residence credit should consult the Dean of the Graduate School.

The Ph.D. program in Community Social Psychology has a residence requirement of four years of full-time study.

Foreign Language Requirement

The department concerned shall decide the extent and nature of the foreign language requirements of its students.

Comprehensive Examination and Admission to Candidacy

A student attains the status of a *doctoral candidate* upon satisfying all departmental requirements and passing a departmental Doctoral Comprehensive Examination. Student eligibility for taking the Doctoral Comprehensive Examination is determined by the department. Students should consult their major department about the nature of this examination and the time of its administration. Departments will use the following four-point grading scale: pass with highest distinction (PwHD), pass with distinction (PwD), pass (P), and fail (F); one of these four grades will appear on the student's transcript. The student and the Dean shall be given written notification of the Examination results by the Chairman of the major department concerned. Normally, these results shall be communicated within two weeks after the conclusion of the examination.

A student who fails the Doctoral Comprehensive Examination has the right to take it again at a time specified and allowed by departmental regulations, but not earlier than the following semester. If a student fails a second time, no further attempt is allowed; there are no exceptions to this rule.

The Thesis

Each doctoral candidate is required to complete a thesis which embodies original and independent research, and demonstrates advanced scholarly achievement. The subject of the thesis must have the approval of the major department and the research must be performed under the direction of a faculty adviser in conformity with departmental regulations. Within the time limit set for the completion of the doctoral work (specified in subsequent paragraphs) the candidate must submit to the Chairman of his department two copies of his thesis, the original and a clear copy. In the preparation of the thesis manuscript, the student is to follow the style requirements of his department.

Acceptance of the Thesis

Prior to completion of the thesis, and as soon as possible after a student's admission to candidacy, the department shall nominate a thesis committee for appointment by the Dean, to judge the substantial merit of the thesis. This committee shall include the major faculty advisor as chairman and at least two additional members of the graduate faculty as Readers. The thesis shall be defended by the candidate in a public oral examination. The Dean shall be given notice of this examination at least two weeks in advance. The announcement of this examination shall be posted by the Graduate School Office.

Official approval of the thesis by the thesis committee is required. Committee members certify their acceptance by signing the title page of the thesis. The two signed copies of the thesis should be filed in the Graduate School office on the date committee approval is given. The submitted theses become the

property of Boston College, but the University does not limit the author's right to publish his results.

Time Limit

All requirements for doctor's degree must be completed within eight consecutive years from the commencement of doctoral studies. Time spent in the armed forces is not included within this eight-year period. Extensions beyond this limit may be made only with departmental recommendation and the approval of the Dean.

Leaves of Absence

The conditions for leaves of absence as noted in the Master's Program (p. 10) are also applicable to the Doctoral Program.

Dissertation Publication Requirements

All doctoral dissertations will be microfilmed according to the plan provided by University Microfilms, Inc., Ann Arbor, Michigan. This publication by microfilm does not preclude the student's right to publish his thesis in book or other form.

To fulfill the microfilm publication requirement, a candidate for the degree of Doctor of Philosophy or Doctor of Education must take the following steps:

A. Submit to the Graduate School of Arts and Sciences no later than four weeks before Commencement, a card, obtainable from the Registrar, providing the following information:

Name
All previous degrees
Major department
Exact title of dissertation

B. By Monday May 14 at the latest, the following items:

1. Two (2) typewritten unbound copies (one a first copy in satisfactory form for microfilming) of the dissertation. These copies will not be returned to the author.
2. Two (2) copies of an abstract of 600 words or less. This abstract will be published in "Dissertation Abstracts," a bi-monthly publication which receives wide distribution.
3. A signed microfilm agreement form.
4. Payment of a fee of \$35.00 to cover costs of microfilm publication and of binding the dissertation. If copyright is desired, an additional fee of \$15.00 will be required.
5. A completed copy of the questionnaire entitled "Survey of Earned Doctorates."

The second deadline of Monday, May 14, 1973 mentioned above is absolute. The name of any student who fails to meet this deadline will of necessity be removed from the June Commencement list. Such a student may make arrangements to have the degree conferred in September.

No dissertation will be available for distribution until it has been microfilmed. A bound copy will, however, be deposited in the Boston College Library where it may be consulted, with the consent of the author.

Miscellaneous Requirements and Information

Students who desire official recognition of Graduate School activity during the summer, but who are not participating in formal summer session courses, may obtain certification in the Graduate School Registrar's Office (in McGuinn 223) or written verification by their major advisor or departmental chairman. Enrollees will be required to indicate the effective dates of their activities and the fractional effort involved.

The student must submit his thesis and complete all requirements by the dates specified on the academic calendar in order to be eligible for inclusion in the university commencement exercises.

Each student who has been admitted to candidacy for the doctor's degree and finished all his course work is required to register each semester in Graduate School and to pay a doctoral continuation fee whether or not he is in residence. In addition, no one can graduate until he has settled his financial accounts with the Treasurer's Office and returned loaned books to the Library.

Requirements for the Degree of Doctor of Education (D.Ed.)

The requirements for the Doctor of Education degree are the same as those for the Doctor of Philosophy degree with the following modifications. Three years of teaching experience are required as a prerequisite for the degree. There are no modern foreign language requirements, but technical competence in research methods and in statistics is required. There are nine approved major fields of concentration leading to the Doctor of Education degree. (1) Special Education; (2) Educational Psychology; (3) Educational Research; (4) History and Philosophy of Education; (5) Administration and Supervision; (6) Higher Education; (7) Psychology and Measurement; (8) Curriculum and Instruction; (9) Counselor Education and Counseling Psychology. All students admitted to the field of Administration and Supervision since September 1, 1965 have been required to meet the residence requirements described above for the degree of Doctor of Philosophy. In addition, all students admitted to the other fields listed above who have not begun course work until after September 1, 1967, must meet the residence requirements as described above for the degree of Doctor of Philosophy. Comprehensive examinations, a thesis, and a final oral defense are required as described above for the degree of Doctor of Philosophy. The time limit is also the same.

Admission

Eligibility

Boston College is an academic community whose doors are open to men and women of all races, colors and national origins.

The Graduate School admits two classes of students: *Regular* (degree-seeking) and *Special* (non-degree-seeking). *Special* students may change to *regular* status, but in this event no more than 12 credits of course work earned as a *Special* student will be recognized formally as part of a degree program.

Regular and *Special* students may be admitted on a *conditional* basis. In these cases, the prospective student will be so notified and the nature of the condition specified.

Students are not admitted officially until the completed application form has reached and been approved by the Graduate Office. Admission should not be presumed without receipt of official notification.

An individual who wishes merely to audit courses may do so without completing an application. He may be admitted as a *Visitor* to the Graduate School by registering at the designated time. At registration he must present an *AUDIT REGISTRATION* slip, authorized by the appropriate department, and arrange for payment of fees.

As a non-student, no permanent record card will be kept, nor will grades be given or recorded, nor transcript prepared. However, a record of registration will be kept so that certification of registration (but not of attendance) can be provided if desired.

The Graduate School is coeducational. Applicants for admission to the Graduate School ordinarily must possess at least a bachelor's degree from an accredited institution, and must give evidence of the ability and the preparation necessary for the satisfactory pursuit of graduate studies. This evidence will be furnished primarily, but not necessarily exclusively, by the distribution of the undergraduate courses and by the grades received in them. Further stipulations—e.g., for doctoral candidates—are made in the appropriate departmental descriptions.

Individuals lacking a bachelor's degree generally are not admitted to Graduate School classes, but are recommended instead to apply to the Dean of the Evening College of Arts, Sciences and Business Administration. Exceptions to this rule are made only for unusually qualified undergraduates at Boston College recommended for individual courses by their appropriate department. These students, ordinarily seniors, must register with their own subdivision of Boston College.

Applicants for the Certificate of Advanced Educational Specialization should have a master's degree and three years of teaching experience.

Applicants for the degree of Doctor of Philosophy or of Education are accepted on the basis of prior academic work that offers promise of doctoral proficiency. Applicants will be notified officially by the Graduate School of their acceptance for the doctoral course work, but only after departmental study of their completed application files.

Application

General Requirements and Information

All applicants for admission as *Regular* or *Special* students are required to complete and submit an APPLICATION FOR ADMISSION FORM by the appropriate deadline. Men and women in religious orders should use their family name in making application. Further, when writing afterwards for records and information, they should again use their family name, because all student files are arranged alphabetically according to the family name.

Each application for admission to the Boston College Graduate School of Arts and Sciences as a *Regular* degree student or as a *Special* non-degree student must be accompanied by a (non-refundable) application fee of \$15.00 (U.S.A.).

All applicants for admission as *Regular* or *Special* students are required to submit OFFICIAL TRANSCRIPTS of all past academic work. Applicants still in their senior year of college should also provide transcripts, complete through the junior year and, as soon as available, through the first semester of their senior year. Qualified students will be accepted on the basis of these first semester senior grades (and at times on the basis of their junior grades) but may not register until an official transcript has been received indicating the receipt of the Bachelor's degree.

All applicants for admission as *Regular* (i.e., degree-seeking) students are required to submit an appropriate number, as specified on pages 18 and 19, of LETTERS OF RECOMMENDATION, which are to be sent by professors who have had recent classroom and preferably major field knowledge of the applicant. *Special* (i.e., non-degree-seeking) students are not required to submit letters of recommendation.

The Graduate School of Arts and Sciences does not use the Graduate Record Examination (GRE) as a general admission requirement. Various *departments*, however, *do require certain tests* and these are as follows.

The Departments of Biology, Economics, and Political Science require all applicants for admission to degree programs to submit scores of both GRE Aptitude and the Advanced Test.

The Department of Education requires all applicants for admission to master's, C.A.E.S., or doctoral programs to submit scores of the GRE Aptitude Test. In addition, applicants for admission to doctoral programs in the Department of Education must submit scores of the Miller Analogies Test. Further, those who seek admission to a doctoral program in Counseling Psychology are required to submit the score of a third test: The Minnesota Multiphasic Personality Inventory.

The Departments of English, Nursing, and Philosophy require each applicant for admission to a degree program to submit scores of the GRE Aptitude Test.

The Department of Psychology requires each applicant for a degree program to submit scores of both the GRE Aptitude and the Miller Analogies Tests.

All applicants in other departments are encouraged to take the GRE prior to admission, and to have the scores of the Aptitude Test as well as the Advanced Test, where one is given in their field, submitted as part of their application.

Students are advised that the results of these various tests must be sent to the specific departments concerned.

Information on the dates of registration for an administration of GRE and other tests may be obtained from:

The Office of Testing Services
Boston College
Chestnut Hill, Mass. 02167

Information on the GRE tests also may be obtained from:

Educational Testing Service
Box 955
Princeton, New Jersey 08540

or

Educational Testing Service
1947 Center Street
Berkeley, Cal. 94704

Generally, studies are best begun in September. Studies for the Ph.D. in Community-Social Psychology must start in September. In many departments, however, studies may be initiated in September, January, or June (Summer Session). Applications should be on file in the departmental office by July 1 for September admissions and by December 1 for January admissions.

All documents submitted by all applicants for admission become the property of the Graduate School and are not returnable. Applicants who are accepted by the Graduate School but do not register for course work at the indicated time will have their documents kept on file for twelve months after the date of submission. After that time, the documents will be destroyed, and the applicants must provide new ones if they later decide to begin graduate study.

Application Procedure

Domestic Students

Domestic students applying for admission and financial aid should submit *all application materials to the department or program to which admission is sought.*

The Standard Graduate School of Arts and Sciences APPLICATION FOR ADMISSION FORM is to be used by U.S. citizens and those applicants who, although not U.S. citizens, are permanent residents of the United States. As different forms are required of foreign students, a citizen of the United States who, while residing in a foreign country, requests a catalog and application form, should clearly specify his citizenship.

All domestic applicants for admissions as *Regular* (i.e., degree-seeking) students must submit at least two letters of recommendation. Those applying for admission to the doctoral programs in the Departments of Germanic Studies and Romance Languages and to the master's program in the Department of Nursing are required to submit *three* letters of recommendation. *Special* (i.e., non-degree-seeking) students are not required to submit letters of recommendation.

The completed applications for admission which involve a request for financial aid should be on file in the department concerned by March 15.

If, after a reasonable period following application (e.g., five or six weeks), domestic students have not heard concerning the status of their applications, they should check with their departments for information concerning the completeness of their files.

Foreign Students

Foreign students applying for admission and financial aid should send *all application materials to:*

Graduate School of Arts and Sciences
Graduate Admissions Office
Boston College
Chestnut Hill, Massachusetts 02167 U.S.A.

They should *not* send these materials directly to the department or program concerned since this will only delay the processing of their applications.

Foreign students who write to the Graduate Admission Office will receive a REQUEST FOR APPLICATION FORM, printed on thin, light-weight paper, suitable for air-mailing. When the REQUEST FOR APPLICATION is returned, it will be evaluated by the Committee on Admissions. Applicants who are judged to be qualified will receive the complete application forms entitled APPLICATION FOR ADMISSION TO AN EDUCATIONAL INSTITUTION IN THE UNITED STATES. The complete forms will request a resume of the student's background, a certificate of health, a confidential financial statement, a report on proficiency in using the English language as measured by a standard examination such as the TOEFL (Test of English as a Foreign Language), as well as school transcripts and three letters of recommendation.

Three letters of recommendation are required of all foreign applicants seeking admission as *Regular* (degree-seeking) students. Foreign applicants are generally not admitted as *Special* (non-degree-seeking) students.

To insure prompt and efficient handling of their application materials, foreign students should observe the following deadlines. Applications for admission *which do NOT involve applications for financial aid* should be sent to the Graduate School Office by May 1 for September admissions and by October

1 for January admissions. Applications for admission *which do involve a request for financial aid* should be sent to the Graduate School Office by February 15.

If, after a reasonable period following application (e.g., seven or eight weeks), foreign students have not heard concerning the status of their applications, they should contact the Graduate School Office for information concerning the completeness of their files.

Acceptance

Announcements of acceptance or rejection are sent out as soon as the Graduate School Committee on Admissions has reviewed the academic records of the applicants. Decisions are made on the basis of departmental recommendations and the fulfillment of prerequisites. No student should presume admission until he has been notified officially of acceptance by the Dean.

Registration Procedure

Formal registration takes place *each* semester, not merely once a year. The dates for registration appear in the calendar (cf. p. 279), being the last three days of the third week of classes. If, by the time of registration, applicants for admission have not received formal notice of acceptance, they must first sign a LEGAL FORM. This step is necessary for those who wish to enroll as *Special* students as well as *Regular* students. This form provides a limit to the time for completion of an application. In the event an application is not complete, a student will not be continued in the Graduate School.

All newly-accepted and already-notified students should consult first with their departmental chairman—whose place and hours for interviews are posted on the Graduate School bulletin board—to obtain authorization (*yellow forms*) of their program of courses for each semester. Students who have signed the LEGAL FORM must use *green* authorization forms. The authorization slips must then be brought to the place of registration. In this mechanism of delayed registration it will be assumed that students will have had the opportunity to make all course adjustments; consequently, registration or change of courses will not be permitted after the official registration dates. Exceptions to this regulation will be allowed only for the most serious reasons and upon payment of a penalty of twenty-five dollars.

The students will obtain class cards from the departments whose classes they are authorized to attend. The class card contains the name and number of the course, and the number of credits it carries. All these cards must be taken to the registration process together with the AUTHORIZATION slip, where they are exchanged for a REGISTRATION card form, which is essentially a four-plex copy of the authorization slip. The top two copies must be taken to the Treasurer's Office for payment and stamping. The blue-green form is presented on request of professors when required for verification of registration. Any student who fails to present a REGISTRATION card will be excluded from class until the omission has been rectified.

All students must pay semester fees and tuition at the time of registration. When payment is made by check, the check should be made out to "Boston College-Graduate School of Arts and Sciences" and should be taken or mailed to the Treasurer's Office, not the Graduate School. If a student wishes, for serious reasons, to request deferral of payment, he should direct his request to the Treasurer, not the Dean. Until payment has been made or a satisfactory arrangement reached, REGISTRATION cards will not receive the Treasurer's stamp validating them for admission to class.

Students may elect to *audit* courses; the fees for auditing are listed on page 23. Courses which are audited are recorded as such on the student's record. In general, transfer of status from audit to credit will not be permitted; consequently, students uncertain of their desire to pursue a particular course should register for credit and then withdraw if they find it undesirable. As indicated above, withdrawal without a grade of W will be allowed until the end of the third week of the semester; however, the withdrawal refund schedule of page 23 should be noted.

Academic Regulations

Satisfactory Course Work

In each graduate course (exclusive of Thesis Seminar 301) in which he registers for graduate credit, a student will receive one of the following grades at the end of the semester: A, A—, B+, B, B—, C,F,W, or I. The high passing grade of A is awarded for course work which is distinguished. The ordinary passing grade of B is awarded for course work which is clearly satisfactory at the graduate level. The low, passing grade of C is awarded for work which is minimally acceptable at the graduate level. The failing grade of F is awarded for work which is unsatisfactory.

Academic credit is granted for courses in which a student receives a grade of A, A—, B+, B, B—, or C. No academic credit is granted for a course in which a student receives a grade of F. A student who receives a grade of C in more than ten or an F in more than eight semester hours of course work may be required to withdraw from the school.

Proper withdrawal subsequent to the third week of the semester will result in a W for the course and will be so listed on the transcript. A student who fails to complete the requirements of a course and fails to withdraw officially will receive a grade of WW.

Incompletes

All required work in any course must be completed by the date set for the course examination. A student who has not completed the research or written work for a course, may, with adequate reason and at the discretion of the faculty member, receive an "I" (Incomplete).

If the Incomplete is granted, the professor will determine its length up to a maximum of four months from the end of the examination period. If a student requires additional time to settle an incomplete grade, then he must petition the Dean who will in all cases consult the professor of the course.

At the end of the appointed time, the "I" will be changed to the earned grade. If the student has not completed the requirements by such time, then the grade will automatically be changed to "F."

Withdrawal from Course

In view of the delayed registration process, the intent of which is to allow for adjustments in course additions or deletions without reference to the Registrar's Office, no further changes will be allowed subsequent to the registration period except for withdrawal. Such withdrawal must be made by presentation of a signed authorization slip (obtained from the departmental office) following which a course-change slip must be completed in the office of the Registrar up through the sixth week. Withdrawal from a course after this period,

but prior to the two weeks immediately preceding the examination period, will be allowed by the Graduate School office if the previous procedure includes the written consent of the professor involved.

Examinations

In each course, except seminars and teacher-training courses, there is a semester examination. This semester schedule is posted on the Graduate School bulletin board and should be consulted by the students.

When examinations or classes are cancelled as a result of stormy weather, announcement is made by radio*, generally at the latest by noon. The scheduling of examinations thus cancelled is posted on the Graduate School bulletin board.

Written or oral comprehensive examinations are given at times arranged by the department, with the Dean's approval. Notices of success or failure in these examinations are communicated by mail.

Reports and Transcripts

No grades of any kind will be released orally at the Graduate School office. Semester grades are mailed to all students who are in good standing. Requests for transcripts must be made in writing and should be addressed to the Registrar of the Graduate School. The official transcript lists all courses for which the student has been registered, except those discontinued during the first three weeks of a semester. A \$1.00 fee is charged for each transcript and must be enclosed with the request for the transcript. Official transcripts will be sent only to institutions or agencies indicated by the student in his request. Transcripts are not supplied during the periods of registration.

There are no thesis seminar marks. The grade for the thesis, *if any*, is an average of the grades submitted by the official readers of the thesis and appears only on the complete transcript.

Grades earned in Summer Sessions are mailed by the Summer School Office. Such grades are *not transferred automatically* to the records of the Graduate School of Arts and Sciences. Rather, it is the responsibility of each student enrolled in the Graduate School of Arts and Sciences who wishes grades for work done in a Summer Session to appear on his Graduate School Record to make arrangements with the Summer School Office to have Summer Session grades sent to the Registrar of the Graduate School of Arts and Sciences.

Award of Degrees

Graduate school degrees are awarded at the annual June commencement. Those who plan to graduate in June must inform the Registrar by the deadline stated in the Academic Calendar. At this time a Graduate Card will be filled out by the student with the name to be used on the Diploma, and a Record Verification will take place. Those who finish degree requirements during the school year may request certification of the completion of their degree requirements. The graduation fee (\$20.00 for Master's, \$25.00 for Doctor's degrees) is due at this time.

All students who plan to attend commencement exercises should note this on the Graduation Card so that information concerning academic dress may be sent to them. Diplomas are distributed immediately following the completion of the commencement program. Diplomas will be kept for only one year after

* WBZ; WHDH.

the date of graduation; thereafter, graduation will be indicated by transcripts only, except in the most unusual circumstances.

The name of a graduate will not appear on the official commencement list unless all financial and library accounts have been settled by May 16 preceding graduation; nor will diploma or transcript be awarded or issued where the fees have not been paid.

Provision is made for summer graduation. Graduate students who have completed all degree requirements by September 1 are eligible to receive the degrees as of that date. The procedure for September graduation is the same as that for June graduation. The student must fill out a Graduation Card in McGuinn 223 by the deadline stated in the Academic Calendar and pay his graduation fee. At that time the student will also undergo a Record Verification. This and all other financial obligations must be paid before the degree is awarded. The diploma and official transcript of grades may be obtained after November 30 at the Registrar's Office of the Graduate School, McGuinn 223. As there are no commencement exercises in September, the names of those receiving degrees at that time will be included in the program of the following June commencement. If the student does not receive his degree, his Graduation Card is forfeited and he must again file for the next anticipated date of graduation.

University Facilities

The library facilities for graduate study are contained in the Bapst Library and the Science Library, in the libraries of the School of Management and the School of Nursing, and in certain specialized departmental libraries.

Graduate Students are urged to use the facilities of the Placement Bureau (Alumni Hall), the Housing Office (McElroy 226), the University Chaplain's Office (McElroy 141), the Counseling Office (Gasson 114), the Financial Aids Office (Gasson 217), the Military Advisory Office (Placement Bureau, Alumni Hall), the Graduate Student Council (McElroy 121), and the Dean of Students Office (McElroy 232). Students interested in employment should contact the Secretarial Personnel Office in Gasson Hall. Graduate students are further urged to acquaint themselves with the Boston College Alumni Association, and to contact the Alumni Secretary in Alumni Hall about membership and activities.

The Office of the Dean of Students in McElroy Commons 232 provides information and assistance to foreign students. It offers service involving language, cultural, social, financial, immigration, and housing questions. The Graduate School Office handles academic aspects. Students who are interested in international education are encouraged to contact the Office of the Dean of Students for information concerning various international activities on this campus and in the Boston community. The office also makes available reference materials on foreign travel, culture, education, etc.

All international students enrolled in the Graduate School of Arts and Sciences are required to register with the Graduate School Office at the beginning of each academic term.

General Fees and Expenses

Schedule of Tuition and Fees*

Application fee (not refundable)	\$15.00
Registration fee, each semester (not refundable)	5.00
Late registration penalty	25.00

Tuition per semester hour (includes library fee)*	75.00
Auditor's tuition, per semester hour for first course	75.00
Auditor's tuition, per semester hour for other courses	37.50
Visitor's tuition, per semester hour for first course	75.00
Visitor's tuition, per semester hour for other courses	37.50
Each advanced or deferred examination	5.00
Transcript of grades fee	1.00
Continuation fee for Cand. Ph.D. or D.Ed. per semester	80.00
Binding fee for Master's thesis (per copy)	4.00
Microfilm and binding fee for doctoral thesis	35.00
Copyright fee (if copyright is desired)	15.00
Graduation fee: Master's degree or certificate	20.00
Doctor's degree	25.00

* For the Master's Program in English a separate fee schedule has been developed. (See page 111).

The Trustees of Boston College reserve the right to change the rate of tuition and fees whenever such action is deemed necessary.

Payments

All tuition and fees are due and payable in full at time of registration. Payments may be made at the Treasurer's Office, Gasson 100.
Office Hours: Daily 9:00 a.m. to 5:00 p.m.
Please make all checks payable to:
Boston College—Graduate School of Arts and Sciences.

Refunds

Fees are not refundable.
Tuition is refundable on withdrawal subject to the following conditions:

- a. NOTICE OF WITHDRAWAL should be made in writing in the Registrar's office, McGuinn 223, or by registered mail in extenuating circumstances. In the event of the latter send the letter to:
Registrar
Graduate School of Arts and Sciences
Boston College, McGuinn 221
Chestnut Hill, Massachusetts 02167
- b. The date of receipt of withdrawal will determine the amount of tuition refund.

Schedule of Refunds

Until registration period (3rd wk.), there are no charges.
4th week of semester 40% of tuition charged is refunded
5th " " " 20% of tuition charged is refunded
No refunds are allowed after the fifth week of classes.

If the student does not elect to leave the resulting cash credit balance to his account for subsequent use, he should notify the Treasurer in writing to rebate the cash balance on his account.

Financial Aid

Academic Grants and Loans

A variety of fellowship grants and scholarships are available to aid promising students in the pursuit of their studies; University Fellowships, Teaching Fellowships, Graduate Assistantships, Research Assistantships, Traineeships, various Federal Fellowships, and Tuition Remission Scholarship. Application for fellowship grants and scholarships should be made according to the procedures outlined in the preceding paragraphs under the heading APPLICATION, and completed applications should be on file in the departmental office by March 15. Applications which are received after this date will be accepted but normally they will be considered only if unexpected vacancies occur. The scholastic requirements for obtaining fellowship grants or scholarships are necessarily more exacting than those for securing simple admission to the Graduate School.

University Fellowship

University Fellowships are available in departments offering the Ph.D. degree. These are non-service awards and provide a stipend of \$2,500 with remission of tuition. Students should contact the specific departments for details.

Teaching Fellowship

The Graduate School has available a limited number of teaching fellowships. These provide for a stipend of up to \$3,000 with remission of tuition. The stipend is adjusted to the academic qualifications and degrees of the recipient. The teaching fellow, in addition to his graduate program of studies, is responsible for six hours of teaching in the undergraduate colleges.

Assistantships

Assistantships are available in most departments. Application for assistantships should be made to the department and should be returned to the department office concerned by March 15. Later applications will be received, but prior consideration will be given to those who submit requests and credentials before or on that date. The scholastic requirements for obtaining assistantships are necessarily more exacting than those which might suffice for admission to the Graduate School.

Assistantships are granted on an academic-year basis (September-June). All assistants are expected to supply in-service work averaging no more than 12 hours per week over the academic year. Generally the assistants in natural science departments have their in-service work in the laboratory. However, in these and in most other departments, the assistants may be required to grade papers, proctor examinations, teach and provide academic service to the professional staff.

Teaching fellows and assistants are full-time graduate students. Consequently, they may not accept any additional commitment of employment without prior consultation with, and permission of, the Chairman of the department and notification to the Dean of the Graduate School.

Stipends for full-time teaching fellows and graduate assistants range up to \$3,000 with full or partial remission of tuition, depending upon the amount of the award. Laboratory fees are remitted to science assistants, but they are responsible for other normal Graduate School fees. At the opening of each

school year, or at whatever other time an assistantship may be awarded, assistants must report to the Treasurer's Office to fill out personnel cards.

An assistant who relinquishes an assistantship voluntarily must report this matter in writing to his department Chairman and to the Dean. Assistantships may be discontinued at any time during an academic year if either the academic performance or in-service assistance is of an unsatisfactory character. They may also be discontinued for conduct injurious to the reputation of the University.

Research Assistantships

Research assistantships are available in departments having external research grants, both Federal and private. The stipends are similar but not uniform in the departments. Summer research opportunities are also available on some research projects. For further information, contact the chairman of the department.

Professional Nurse Traineeships

Traineeships from the National Institute of Mental Health and the Nurse Training Act of 1964 are available to qualified applicants. Funds defray the cost of tuition, fees, and living expenses. Applications and details are available from the Department of Nursing.

Nursing Student Scholarship Program

Scholarships up to \$1,500 are available through the Student Financial Aid Office.

Tuition Remission

Full tuition remission accompanies full university appointments as teaching fellows or graduate assistants. The Graduate School has been authorized to grant one-half tuition remission to departmental research assistants supported by externally funded grants or contracts, where tuition is not provided by the funding agency.

In addition, tuition remission is available for a limited number of students upon presentation by the department both of a student's scholarship and needs. Although in infrequent instances these remissions will be equivalent to scholarships, in most cases a modicum of service will be required. Usually this will take the form of tutorialships, for 3-5 hours/week, but other forms of service in equivalent duration may be obtained by mutual arrangement between the department chairman and the student, and approved by the Dean.

National Defense Student Loans

Students who wish to apply for these loans should file applications with the Student Financial Aid Office (Gasson 217) prior to April 15 of the calendar year in which they wish to receive assistance.

N.B.: The Graduate School reserves the right to make changes and additions in its offerings, regulations and charges without extended notices.

Program of Instruction

F—Indicates that the course is offered in the fall.

S—Indicates that the course is offered in the spring.

F and S—Indicates that the course is offered both semesters.

The numeral—Indicates the number of credit hours for that course.

Example: (F, S; 4, 4), (S; 3), (F; 4).

A single academic year is indicated as follows: 1972-1973, 1973-1974, etc. The same semester of consecutive academic years is indicated as follows: Spring 1972, 1973.

Course titles followed by an asterisk indicate laboratory courses for which a laboratory fee will be charged in addition to the tuition fee.

All courses numbered 300 and above may be taken for graduate credit. Some departmental course listings include courses with numbers below 300 since these courses may be of interest to graduate students in some fields; they may not, however, be taken to fulfill course requirements in graduate programs.

Department of Biology (Bi)

The Department of Biology offers courses leading to the degrees of Doctor of Philosophy and Master of Science.

The Department of Biology cooperates with the Department of Education in the Master of Science in Teaching (M.S.T.) program.

Those seeking admission to the Department's graduate program should have a strong background in biology, chemistry and mathematics with grades of B or better in these subjects. Deficiencies in preparation may be made up in the graduate school.

All incoming graduate students will meet with a committee of three faculty members which will serve as a temporary advisory committee for the student in his subsequent selection of a program and until a permanent mentor has been chosen.

Ph.D. students must include differential and integral calculus and physical chemistry in their preparation. These subjects may be taken during the course of graduate studies.

Certain core courses must be taken by Ph.D. and M.S. students. The core curriculum for all Ph.D. candidates includes Introduction to Biochemistry, Cell Physiology, Bacterial Physiology and Metabolism, and the Molecular Basis of Heredity. The core curriculum for M.S. candidates consists of Introduction to Biochemistry and any two of the remaining three core courses.

M.S.T. candidates will not be required to follow a specific core curriculum, but will, with the advice and consent of their advisors, take those courses that best satisfy their individual requirements.

The Ph.D. program does not require a specific number of graduate credits; however, the Resident Requirements, as defined in the Graduate School Bulletin, must be met. Ph.D. students are required to take at least four seminars during their course of studies. M.S. candidates must take 30 credit hours including

6 hours for thesis research and one seminar. Comprehensive Examinations for the M.S. and M.S.T. degrees are usually given in May and late June.

A formal modern foreign language examination is not required but students entering the Department without knowledge of a modern foreign language must take two years work in a modern foreign language with a grade of B or better. Individual professors may test a student for proficiency in modern language.

GRE scores in verbal, quantitative and advanced tests are required for admission.

Courses of Instruction

Bi 500-502—Introduction to Biochemistry I, II

(F, S; 3, 3)

Prerequisite: Ch 231-232.

The study of biochemistry of carbohydrates, lipids, nucleic acids, proteins, enzymes and coenzymes. Certain aspects of electron transport, bioenergetics, metabolism, gene action, control mechanisms and macromolecular biosynthesis will also be included.

Two seventy-five-minute lectures per week for two semesters.

Joseph A. Orlando

Chester S. Stachow

Bi 501-503—Introduction to Biochemistry Laboratory I, II*

(F, S; 1, 1)

Prerequisite: enrollment in Bi 500-502.

One three-hour laboratory period per week for two semesters.

Joseph A. Orlando

Chester S. Stachow

Bi 510—General Endocrinology

(S; 4)

Prerequisite: consent of Instructor.

A study of the phylogenesis of endocrine systems; the embryology, gross and microscopic anatomy of endocrine glands; the biochemical and hormone action including clinical considerations.

Jolane Solomon

Bi 520—Human Physiology

(F, S; 3, 3)

The function of human organs and systems with special emphasis on regulatory mechanisms. Primarily for graduate nurses; others are admitted only with the consent of the instructor.

Two lectures per week for two semesters.

Francis L. Maynard

Bi 610—Cell Physiology

(F; 4)

Prerequisites: Ch 101-102, knowledge of calculus and consent of the Instructor.

Two lectures per week on the structure and functions of the cell membrane, exchange of materials between the cell and its environment, physical manifestations of energy transduction in axons and muscle fibers, cell growth and cell division. One seminar per week on the regulation of metabolism, sequence coding and macromolecular synthesis in cells of higher organisms.

Peter Rieser

Bi 620—Cytogenetics and Chromosome Fine Structure
(S; 2)

Prerequisites: one course in genetics and one course in cell biology or with the consent of its Instructor.

Lectures deal with the explanations of genetic consequences in terms of chromosome number, behavior, structure and function. Recent studies in the genetic organization of chromosomes at fine structure level are also included. Readings of current publications are emphasized. A term paper is required.

Two lectures per week for one semester.

Yu-Chen Ting

Bi 621—Laboratory in Cytogenetics and Chromosome Fine Structure*
(S; 2)

Prerequisite: enrollment in Bi 620.

One four-hour laboratory per week for one semester.

Yu-Chen Ting

Bi 630—Molecular Basis of Heredity
(S; 4)

Prerequisite: Bi 300 or equivalent.

A study of recent literature in genetics at molecular level. Gene-enzyme-gene peptide; gene-DNA-RNA relationship. Replication of DNA, genetic codes and fine structures of chromosomes are discussed.

Two two-hour lectures per week.

Chai H. Yoon

Bi 700—Macromolecules
(S; 4)

Prerequisites: Bi 500-502 and some knowledge of calculus and physics is desirable.

A discussion of the physical and chemical properties of biologically significant macromolecules with emphasis on proteins and nucleic acids.

Two two-hour lectures per week.

Maurice Liss
Donald J. Plocke, S.J.

Bi 710—Radiation Biology and Isotope Methodology
(F; 2)

A study of the types of radiation in the electromagnetic spectrum and unstable isotopes, their physical and photochemical biological reactions, their biological and medical applications, and the precautions necessary for their utilization.

Two lectures per week.

Walter J. Fimian, Jr.

Bi 711—Laboratory in Radiation Biology and Isotope Methodology*
(F; 2)

Prerequisite: Bi 710 (prior or concurrently).

One four-hour laboratory period per week.

Walter J. Fimian, Jr.

Bi 720—Advanced Radiation Biology
(S; 2)

Prerequisite: Bi 710.

A study of genetic, embryological and physiological changes occurring in biological systems affected by localized and total-body exposure to ionizing radiation.

Two lectures per week.

Offered biennially, 1972-1973

Walter J. Fimian, Jr.

Bi 721—Laboratory in Advanced Radiation Biology*
(S; 2)

Prerequisite: Bi 720 (prior or concurrently).

One four-hour laboratory period per week.

Walter J. Fimian, Jr.

Bi 730—Protozoology
(F; 2)

A study of growth and division of exponential, synchronous and selected cell cultures. Radioautographic determinations of the cell cycle with accompanying ultrastructural changes in cell organelles.

Two lectures per week.

William D. Sullivan, S.J.

Bi 731—Laboratory in Protozoology*
(F; 2)

Prerequisite: enrollment in Bi 730.

One four-hour laboratory per week.

William D. Sullivan, S.J.

Bi 740—Electron Microscopy
(S; 2)

A training course in the physics and mathematics of EM operation. Embedding, knife making, sectioning, formvar and carbon coating, shadowcasting, staining, EM viewing and EM photography, radioautography and interpretation of electron micrographs.

Two lectures per week.

William D. Sullivan, S.J.

Bi 741—Laboratory in Electron Microscopy*
(S; 2)

Prerequisite: enrollment in Bi 740.

One four-hour laboratory per week.

William D. Sullivan, S.J.

Bi 750—Bacterial Physiology and Metabolism
(F; 2)

Prerequisites: Bi 500-502, and Bi 310 or consent of the Instructor.

A study of bacterial organelles, their molecular structure, function and biosynthesis. Metabolic reactions peculiar to bacteria, viz., fermentations and autotrophic functions are studied.

Two lectures per week.

James J. Gilroy

Bi 751—Laboratory in Bacterial Physiology*
(F; 2)

Prerequisite: enrollment in Bi 750.

Methods of cultivation, observation and differentiation of bacteria are presented. Other experiments include the regulation of cell size and macromolecular synthesis, control by end product inhibition and repression and an analysis of biosynthetic pathways through the use of auxotrophic mutants.

One four-hour laboratory period per week. Not required for enrollment in Bi 750.

James J. Gilroy

Bi 760—Biochemical Control Mechanisms
(S; 3)

Prerequisite: Bi 500-502.

Regulation and biochemistry of enzyme, RNA and DNA synthesis. Problems dealing with the kinetics and physical properties of allosteric enzymes will be discussed.

Three lectures per week.

Chester S. Stachow

Bi 770—Biological Statistics
(S; 2)

Probability, chi-square, T-distribution and Poisson distribution are discussed. Also various correlations.

Two lecture periods per week.

Offered biennially, 1972-1973

Chai H. Yoon

Bi 771—Laboratory in Biological Statistics*
(S; 2)

Prerequisite: enrollment in Bi 770.

One four-hour laboratory period per week.

Chai H. Yoon

Bi 799—Readings and Research
(F, S; 3, 3)

By arrangement

The Department

Bi 801—Thesis Seminar
(F, S; 3, 3)

A research problem for M.S. candidates of an original nature under the direction of a member of the staff.

By arrangement

The Department

Bi 802—Thesis Direction*
(F, S; 2, 2)

A two-point non-credit course where laboratory is used.

By arrangement

The Department

Bi 814—Seminar in Bacterial Metabolism
(F; 1)

Special topics in Bacterial Metabolism.

Offered triennially, 1974-1975

James J. Gilroy

Bi 816—Seminar in Metabolic Interrelations
(F; 1)

A study of metabolism on the cellular, tissue and organism levels.
Offered triennially, 1974-1975

Joseph A. Orlando

Bi 820—Seminar in Cytogenetics
(S; 1)

Prerequisites: one course each in cytology and genetics or with the consent of the Instructor.

Discussions on current developments in cytogenetics. One meeting per week.

Offered triennially, 1973-1974

Yu-Chen Ting

Bi 824—Seminar on Modern Scientific and Philosophical Aspects of Evolution
(F; 2)

A philosophical approach to the scientific theories of evolution with special emphasis on the origin of life.

Two lectures per week followed by student discussion.

Offered triennially, 1973-1974

William D. Sullivan, S.J.

Bi 828—Seminar on the Functional Role of Metals in Biological Systems
(S; 1)

A study of the role of metals in proteins and nucleic acids, with emphasis on structure-function interrelationships.

Offered triennially, 1973-1974

Donald J. Plocke, S.J.

Bi 830—Seminar in Neuro-Endocrinology
(F; 1)

A review of recent advances in the physiology of neuro-endocrine systems in invertebrates and vertebrates.

Offered triennially, 1972-1973

Francis L. Maynard

Bi 836—Seminar in Radiation Biology
(F; 1)

Prerequisite: Bi 710.

Modern aspects and research in biological mechanisms effected by total body and localized exposure to ionizing radiation.

Offered triennially, 1972-1973

Walter J. Fimian, Jr.

Bi 840—Seminar in the Cell Physiology of Development
(F; 1)

An introduction to developmental biology at the cellular level.

Offered triennially, 1974-1975

Peter Rieser

Bi 844—Seminar in Heredity
(S; 1)

Discussion of current topics in genetics.

Offered triennially, 1974-1975

Chai H. Yoon

Bi 860—Seminar in Molecular Biology and Genetics of Bacteriophage
(S; 2)

Study of recent advances in bacteriophage, genetics and replication.
Offered triennially, 1974-1975

Chester S. Stachow

Bi 872—Seminar in Ecology
(S; 1)

Prerequisite: consent of Instructor.

An examination of fundamental, ecological concepts in the light of findings reported in the literature.

Offered triennially, 1972-1973

Maria L. Bade

Bi 999—Doctoral Continuation
(F, S)

All students who have been admitted to candidacy for the Ph.D. degree are required to register for doctoral continuation during each semester of their candidacy. This registration entitles them to use of university facilities (library, etc.) and to the privilege of auditing informally (without record in the graduate office) courses which they and their advisers deem helpful. Tuition must be paid for courses formally audited or taken for credit. The fee for doctoral continuation is \$80. Doctoral candidates who fail to enroll at the time of registration will be billed.

Faculty

Department of Biology (Bi)

<i>Professors:</i>	William D. Sullivan, S.J., Yu-Chen Ting, Chai H. Yoon
<i>Associate Professors:</i>	Maria L. Bade, Walter J. Fimian, Jr., James J. Gilroy, Maurice Liss, Francis L. Maynard, Joseph A. Orlando, Donald J. Plocke, S.J. (<i>Chairman</i>), Peter Rieser, Chester S. Stachow
<i>Assistant Professors:</i>	Allyn H. Rule**
<i>Lecturer:</i>	Jolane Solomon

** On leave, 1972-1973

Department of Chemistry (Ch)

The Department of Chemistry offers courses leading to the degrees of Doctor of Philosophy and Master of Science in analytical chemistry, inorganic chemistry, organic chemistry and physical chemistry. The Master's degree is intended as a terminal degree.

The Department of Chemistry cooperates with the Department of Education in the Master of Science in Teaching (M.S.T.) program.

Degree Requirements

Qualifying Examinations

All entering graduate students are required to demonstrate a satisfactory knowledge of undergraduate chemistry by taking qualifying examinations in inorganic/analytical, organic and physical chemistry. Candidates for the master's degree must take the examinations at least once for placement purposes. Candidates for the Ph.D. degree are required to pass the qualifying examinations no later than the end of the first year of graduate studies. The Qualifying Examinations are administered in September, January and May.

Courses of Instruction

Course requirements in the first year are aimed at providing the students with sufficient breadth of knowledge in the traditional four fields, analytical, inorganic, organic and physical chemistry, as well as familiarity with the basic instruments, especially infrared, ultraviolet, nuclear magnetic and mass spectroscopy. Formal courses may be waived in the first year in areas of demonstrated proficiency, as revealed by the Qualifying Examinations. A total of thirty (30) graduate credits, including six for the thesis, are required for the master's degree. There is no total credits requirement for the Ph.D. degree. Beyond the first year each student will pursue a unified program of studies consistent with the student's educational goals and with the approval of the student's advisor. More specialized courses and seminars provide depth in the fields of specialization in the second year of graduate work.

Language Requirements

Candidates for the M.S. degree in Chemistry must pass an examination in German; those for the Ph.D. degree, examinations in German and a second language. French or Russian is recommended as the second language. These examinations must be successfully passed before the student is formally admitted to candidacy.

Seminar

Each graduate student in the Department is obligated to present two seminars before being granted an advanced degree. The first will be a Literature Seminar to be presented during the student's second year. The other will be a Research Report on the results of his thesis research and given during the student's last year of residence.

Comprehensive Examinations

The Ph.D. Comprehensive Examination will consist of a series of cumulative examinations which test the student's mature development in his major field of interest and his critical awareness and understanding of the current literature. The Comprehensive Examination for the M.S. degree will be a public, oral defense of the student's research thesis.

Research Thesis

A thesis based upon original research, either experimental or theoretical, is required for both the M.S. and Ph.D. degrees. The research will be the major effort of the student seeking a Master's degree during the second year. For the Ph.D. candidate a research project requiring two to three years sustained effort will begin usually after the first year of study.

Thesis Defense

An oral defense of the dissertation completes the degree requirements.

Courses of Instruction

Courses numbered in the five hundred series are open to advanced undergraduates. Approval of the Chairman is required for an advanced undergraduate to enroll in a course in the seven hundred or eight hundred series. All courses require previous courses in organic analytical and physical chemistry as prerequisites.

Ch 520—Principles of Inorganic Chemistry

(S; 3)

An introduction to the principles of inorganic chemistry with emphasis on structural and thermodynamic aspects.

Robert F. O'Malley

Ch 522—Inorganic Chemistry Laboratory*

(S; 3)

A course in inorganic synthesis including characterization of the products.

Robert F. O'Malley

Ch 531—Advanced Organic Chemistry I

(F; 3)

A detailed discussion of structure and mechanism in organic chemistry. Stereochemistry, spectral data interpretation, intermediates (carbonium ions, carbanions, carbenes and radicals) and orbital symmetry correlations are considered.

George Vogel

Ch 532—Chemistry of Macromolecules

(S; 3)

The fundamental chemistry, properties, and importance of synthetic and naturally occurring macromolecules will be covered. Materials of biological interest will be included.

O. Francis Bennett

Ch 354—Organic Synthesis

(S; 3)

The most useful reactions of organic chemistry will be discussed in detail and practical applications made.

Joseph Bornstein

Ch 536—Organic Synthesis Laboratory*

(S; 3)

Methods, techniques, and reactions used in the preparation of organic compounds that offer more than usual difficulty. One lecture and two laboratory periods per week.

Joseph Bornstein

Ch 551—Advanced Analytical Chemistry

(F; 4)

A consideration of modern instrumental methods of analysis, including atomic emission and absorption, ultraviolet, visible, infrared and NMR spec-

trometry, x-ray methods, mass spectrometry, electroanalytical methods and gas chromatography. Application of these techniques to problems of chemical analysis, and to the determination of structure of inorganic and organic molecules. Three lectures and one 4-hour laboratory per week. May not be taken without Ch 553.

E. Joseph Billo

Ch 553—Advanced Analytical Chemistry Laboratory*
(F; 0)

Laboratory work to accompany Ch 551.

E. Joseph Billo

Ch 562—Biochemistry
(S; 3)

A detailed study of amino acids and proteins, fats, carbohydrates, enzymes and vitamins, the intermediate metabolism of these compounds, and the recent theories relative to the chemistry of the living cell.

Timothy E. McCarthy

Ch 571—Physical Chemistry III
(F; 3)

An introduction to statistical thermodynamics and chemical kinetics with application to current problems in chemistry and biology.

Yuh K. Pan

Ch 572—Quantum Chemistry and Molecular Structure
(S; 3)

A discussion of current theories of bonding based on a wave mechanical interpretation. Application of valence-bond and molecular orbital theories and group theory to chemical systems. Derivation of chemical information from wave functions.

Yuh K. Pan

Ch 575—Experimental Physical Chemistry*
(F; 4)

An introduction to experimental methods for obtaining physical chemical data. Experiments are selected to illustrate basic principles of physical chemistry. Two lectures and six hours laboratory per week.

William Valance

Ch 576—Nuclear and Radiochemistry
(S; 4)

The theory and practice of radiochemistry, including a review of radiochemical techniques and their applications to research in diverse fields, especially the environmental sciences. May not be taken without Ch 578.

Irving J. Russell

Ch 578—Nuclear and Radiochemistry Laboratory*
(S; 0)

Laboratory work to accompany Ch 576.

Irving J. Russell

Ch 721—Advanced Inorganic Chemistry I
(F; 3)

A detailed discussion of the main group elements with emphasis on the periodic relationships, structural aspects and bonding.

Robert F. O'Malley

Ch 722—Advanced Inorganic Chemistry II
(S; 3)

A detailed discussion of the chemistry of the transition elements with emphasis on the structure, bonding and spectroscopic properties of their compounds.

E. Joseph Billo

Ch 731—Advanced Organic Chemistry II
(F; 3)

A physical chemical approach to organic chemistry. The principles of thermodynamics and classical and wave mechanics will be applied to the discussion of structure-reactivity relationships.

Dennis J. Sardella

Ch 732—Advanced Organic Chemistry III
(S; 3)

An introduction to the chemistry of compounds with transition metal-carbon bonds. Recent developments in structure and dynamics will be stressed.

Henry Maltz

Ch 734—Natural Products
(S; 3)

A survey of the chemistry of naturally-occurring substances such as steroids, terpenes and alkaloids. The structure determination, synthesis and bio-synthesis of representative molecules will be discussed.

Offered biennially, 1972-74

T. Ross Kelly

Ch 771—Advanced Physical Chemistry I, Dynamics
(F; 3)

The principles of thermodynamics and statistical mechanics will be covered with applications to molecular systems and to chemical reactions. Experimental aspects of gas phase and solution kinetics will be reviewed.

Ch 772—Advanced Physical Chemistry II, Structure
(S; 3)

The principles of quantum mechanics will be covered with applications to atomic and molecular structure and to chemical bonding. The theory will be applied to the interpretation of chemical kinetics.

Ch 799-800—Reading and Research*
(F, S; 2 or 3, 2 or 3)

A course required of Ph.D. matriculates for each semester on The Department research.

Ch 801-802—Thesis Seminar*
(F, S; 3, 3)

A research problem, requiring a thorough literature search, and an original investigation under the guidance of a faculty member.

The Department

Ch 803—Thesis Direction*
(F, S; 0, 0)

A two-point non-credit course for M.S. candidates who do not complete their thesis in Ch 801-802.

The Department

Ch 821—Inorganic Chemistry Seminar I
(F; 3)

A series of discussions of topics of current interest in inorganic chemistry with participation by students and faculty members. Students will submit papers and give oral presentations of topics based on the more recent literature in inorganic chemistry. Discussions of research in progress in the Department will be included. Occasional visiting lecturers will also participate.

E. Joseph Billo

Ch 822—Inorganic Chemistry Seminar II
(S; 3)

A continuation of Ch 821 with topics in nuclear and radiochemistry included.

V. Subrahmanyam

Ch 831—Organic Chemistry Seminar I
(F; 3)

A series of discussions of topics of current interest in organic chemistry with participation by students and faculty members. Students will submit papers and give oral presentations of topics based on the more recent literature in organic chemistry. Discussions of research in progress in the Department will be included. Occasional visiting lecturers will also participate. More than one section of this seminar may be organized, each around a different area.

Henry Maltz
O. Francis Bennett

Ch 832—Organic Chemistry Seminar II
(S; 3)

A continuation of Ch 831.

Dennis J. Sardella

Ch 871—Physical Chemistry Seminar I
(F; 3)

A series of discussions of topics of current interest in physical chemistry with participation by students and faculty members. Students will submit papers and give oral presentations of topics based on the more recent literature in physical chemistry. Discussions of research in progress in the Department will be included.

William Valance

Ch 872—Physical Chemistry Seminar II
(S; 3)

A continuation of Ch 871. More than one section of this seminar may be organized, each around a different area.

William Valance
André J. de Béthune

Ch 999—Doctoral Continuation

All students who have been admitted to candidacy for the Ph.D. degree are required to register for doctoral continuation during each semester of their candidacy. This registration entitles them to the use of university facilities (library, etc.) and to the privilege of auditing informally (without record in the graduate office) courses which they and their advisors deem helpful. Tuition must be paid for courses formally audited or taken for credit. The fee for doctoral continuation is \$80.00. Doctoral candidates who fail to enroll at the time of registration will be billed.

Faculty

Department of Chemistry (Ch)

- Professors:* André J. de Béthune, Joseph Bornstein, George Vogel.***
- Associate Professors:* O. Francis Bennett, Jeong-long Lin,** Donald I. MacLean, S.J., Henry Maltz, Timothy E. McCarthy,* Robert F. O'Malley (*Chairman*), Yuh Kang Pan, Irving J. Russell, Dennis J. Sardella.
- Assistant Professors:* E. Joseph Billo, T. Ross Kelly, Vishnubhotla Subrahmanyam, John R. Trzaska, S.J., William Valance.

* Sabbatical, Fall Semester, 1972-1973

** Sabbatical, 1972-1973

*** Sabbatical, Spring Semester, 1972-1973

Department of Classical Studies (Cl)

The department grants an M.A. degree in Latin, or Greek, or Latin and Greek. The degree can be obtained in either of two ways: (1) by thirty credits in course work (the normal course of studies); or (2) by twenty-four credits in course work, plus a thesis (only with special permission). All new candidates will be required to complete a departmental reading list in Latin authors, or Greek authors, or both, depending on the type of degree sought. Finally, there will be examinations, both written and oral, consisting of translations from the authors on the prescribed reading list, questions on the content of the candidate's course work and on the general history of Latin and/or Greek literature, and on the thesis, if a thesis is offered in partial fulfillment of the requirements.

The department also offers the degree of M.A.T. in teaching. For particulars make inquiries to the Chairman of the department.

Language Requirement

A candidate will have to show ability to read French or German, or, by exception, Spanish or Italian. The reading ability will be tested by the Department.

Courses of Instruction

Cl 10-11—Elementary Latin (F, S; 3, 3)

An intensive course for beginners aimed at early reading of Latin authors.

M., W., F., 1:00

David Gill, S.J.

CI 20-21—Elementary Greek
(F, S; 3, 3)

This course introduces students to Attic Greek with a view to early reading of connected prose.

M., W., F., 9:00

Carl Thayer, S.J.

CI 50-51—Intermediate Latin
(F, S; 3, 3)

A survey of prose and poetry of moderate difficulty.

T., Th., 9:00

Malcolm McLoud

CI 52-53—Intermediate Greek
(F, S; 3, 3)

Attic prose authors of moderate difficulty, such as Plato and Demosthenes, are studied.

M., W., F., 10:00

Carl Thayer, S.J.

CI 202-203—Greek Drama in Translation
(F, S; 3, 3)

A reading of Greek dramatic authors in English translation with study of literary, historical, mythological and philosophical questions relevant to them.

T., Th., 1:30

Carl Thayer, S.J.

CI 208-209 (Hs 163-164)—History of Rome
(F, S; 3, 3)

The first semester will survey the rise of Rome to world domination, with emphasis upon the workings of domestic power politics in the Republic. The second semester will trace the course of the Roman Empire from Augustus to Constantine with accent upon the Principate, the decline and fall of the Empire, and early Christianity in its historical setting.

M., W., F., 3:00

David Gill, S.J.

Offered biennially, 1972

CI 210-211 (PI 320-321)—The Early and Middle Dialogues of Plato: The Socratic Problem
(3, 3 credits)

Reading (in translation) and discussion of the Dialogues up to and including the *Republic*. A serious effort will be made to distinguish Socratic and Platonic elements in them.

Both semesters

Joseph Maguire

CI 212-213 (PI 325-326)—The Young Aristotle
(F, S; 3, 3)

Reading and discussion of the fragments in their relation to Plato and the Academy, on the one side, and, on the other, to Aristotle's own treatises on ethics, psychology, physics, and ontology.

By arrangement

Joseph Maguire

CI 214—The Bases of Greatness
(F; 3)

The course will be centered on Athens at its apex, from the first democratic reforms through Aristotle's summary of the developed institutions; and then the loss of freedom: about a century and a half (479-322 B.C.). Attention will be given chiefly to the ferment which resulted in creative achievements, but the course will be designed to give some acquaintance also with the products

themselves, in literature, art, philosophy, and religion, as well as in the democracy. The inheritance from earlier centuries, back to the Bronze Age, will be dealt with briefly, and the persistence of traits and institutions after the loss of freedom.

T., Th., 10:30

Sterling Dow

CI 215H—Archaic Greece
(S; 3)

A seminar on the culture, social structure, and history of Greece in the period of renaissance after the Dark Age and before the Classical. Ability to read Greek is not required.

T., Th., 10:30

Sterling Dow

CI 217 (En 217)—The Ancient Epic
(S; 3)

A reading in translation of Homer's *Iliad* and *Odyssey* and Vergil's *Aeneid*. Lectures and discussion.

M., W., F., 1:00

Eugene Bushala

CI 306—Juvenal
(F; 3)

Reading of selected Satires.

T., Th., 3:00

Malcolm McLoud

CI 308-309—Euripides and Aristophanes
(F, S; 3, 3)

A reading and study of the Greek text of plays in the first volume (Oxford text) of each author.

M., W., F., 1:00

Carl Thayer, S.J.

CI 326—Hesiod
(F; 3)

A study of the *Works and Days*, the *Theogony* and selected fragments of Hesiod, with emphasis on the poems as sources for the history and mentality of Early Archaic Greece.

By arrangement

David Gill, S.J.

CI 327—Sallust
(S; 3)

A study of the *Catiline* and *Jugurtha* with discussion of the politics and personalities of the late Roman Republic.

By arrangement

David Gill, S.J.

CI 328-329—Philosophic Greek
(F, S; 3, 3)

Practise in reading selected philosophic texts.

By arrangement

Joseph Maguire

CI 330-331 (Th 414-415)—Letters of St. Jerome
(F, S; 3, 3)

Reading of selected letters of St. Jerome in Latin, with attention to linguistic, historical, stylistic and textual problems.

By arrangement

Margaret Schatkin

CI 332-333 (Th 416-417)—Basil the Great
(F; S; 3, 3)

Reading of the Greek text of representative letters and of the *Exhortation to Youths as to How they shall Best Profit by the Writings of Pagan Authors*. Special emphasis will be placed on the literary and historical problems as well as the doctrinal and ecclesiastical importance of these writings.
By arrangement

Margaret Schatkin

CI 334 (Th 412)—Augustine: Sermones
(F; 3)

Prerequisite: a fair knowledge of Latin.

Using as a text the *Biblioteca de autores Christianos*, Vol. VII in the *Obras de San Augustin*, and other selected sermons, about 75 sermons will be read, in Latin. The sermons afford an excellent introduction to the thought of Augustine the bishop, to his world, and his theology. Literary themes found there are influential in medieval literature. Open also to Theology, Medieval Studies, and Romance Language students.

T. P. O'Malley, S.J.

CI 335 (Th 413)—Augustine: Homilies
(S; 3)

Prerequisite: a fair knowledge of Latin.

This course is designed to be continuous with CI 334—Th 412, but new students may join in second semester. The text will be Vol. X in the *Obras de San Augustin, Homilias*, with other selections. The homilies too, provide an excellent introduction to the thought of Augustine the bishop, to his world, and his theology. Literary themes found there are influential in medieval literature. Open also to Theology, Medieval Studies, and Romance Language students.

T. P. O'Malley, S.J.

CI 336—Horace
(F; 3)

Readings in Latin from the Epodes, the Satires, and, especially, the Odes. Emphasis will be primarily on reading the poems as poems.
M., 4:30

Eugene Bushala

CI 337—Plautus and Terence: Selected Comedies
(S; 3)

A reading in Latin of several Roman Comedies.
M., 4:30

Eugene Bushala

CI 338—Three Greek Tragedies
(F; 3)

We will read in Greek the *Prometheus Bound* of Aeschylus, the *Oedipus* of Sophocles, and the *Hecuba* of Euripides with particular concern for defining the nature of a Greek tragedy.
M., W., F., 10:00

Eugene Bushala

CI 339—Lysias: Selected Orations
(S; 3)

A reading in Greek of at least seven orations with special regard to historical setting.
M., W., F., 10:00

Eugene Bushala

CI 790-791—Readings and Research in Classical Studies
(F, S; 3, 3)

By arrangement

The Department

CI 801—Thesis Seminar
(F, S; 3, 3)

A research course under the guidance of a faculty member.

By arrangement

The Department

CI 802—Thesis Direction
(F, S; 2 units, 2 units)

A non-credit course for those who have received 6 credits for CI 801 but who have not yet finished their thesis and require additional guidance.

By arrangement

The Department

Faculty

Department of Classical Studies (CI)

<i>Professors:</i>	Joseph Maguire, Robert Renahan*
<i>Associate Professors:</i>	Eugene W. Bushala, Thomas P. O'Malley, S.J.
<i>Assistant Professor:</i>	David H. Gill, S.J. (<i>Acting Chairman</i>)
<i>Visiting University Professor of the History and Civilization of Greece:</i>	Sterling Dow

* Sabbatical Leave, 1972-73

Department of Economics (Ec)

Information and Application Procedures

Request for application blanks for admission and graduate assistantships should be addressed to the Chairman of the Economics Department, Boston College, Chestnut Hill, Massachusetts 02167. Applications for graduate assistantships and teaching fellowships are due not later than March 15, 1972.

For further information on assistantships and teaching fellowships, write to Professor Harold Petersen, Chairman, Department of Economics, Boston College, Chestnut Hill, Massachusetts 02167.

All applicants for admission, assistantships, and teaching fellowships must take the verbal, mathematical, and economics Graduate Record Exams no later than January, 1972, and have the scores sent to Boston College.

Graduate Assistantships and Teaching Fellowships

The department offers each year about ten graduate assistantships to beginning students. These assistantships carry stipends ranging up to \$2600 per year, with remission of tuition. Assistants carry a full graduate program and are responsible for ten hours a week of department assignments during a ten-month period.

Students who continue in the doctoral program normally may expect to receive a graduate assistantship for their second full year of graduate work and a teaching fellowship in their third year.

The department offers a number of teaching fellowships carrying stipends of \$3000 the first year and \$3200 the second year of teaching, with remission of tuition. Teaching fellows are responsible for six hours a week in elementary sections. Normally two full years of graduate work must be completed before appointment.

Doctoral Dissertation Fellowship

The department also offers a university doctoral dissertation fellowship. Applications for the doctoral fellowship are accepted from students in the graduate school at Boston College who will have completed their doctoral comprehensive examinations before the end of the academic year. Applications are due on January 1, 1972. The fellowship is awarded to the candidate on the basis of the student's overall record in the graduate school and the doctoral dissertation project submitted by the applicant. The fellowship carries a stipend of \$2500 plus remission of tuition.

Doctoral Program

The Economics Department has one main graduate program which is the doctoral program. Students are not admitted to graduate work in Economics if their objective is an M.A. degree in Economics. All applicants for admission to the doctoral program must take the Graduate Record Examination—both the Aptitude Test and the Advanced Test in Economics. Except in very special cases only students planning to do full time graduate work are accepted in the doctoral program.

In the first year of the doctoral program, students are normally required to take two semesters of Micro Theory, two semesters of Macro Theory, two semesters of Mathematics for Economists, one semester of Statistics, and one semester of an additional elective course. Students who enter with equivalent prior background may be exempted from at least the first semester of Micro, Macro, or Mathematics for Economists, however, by passing an examination in the field. Those students who exempt first-year courses are expected to elect additional courses from those listed in Section II below up to a total of four courses each semester.

Students in the doctoral program are normally expected to achieve a B+ average in their course work.

The requirements for the Ph.D. include a minimum of 48 credits in Economics, six course credits in Mathematics for Economists, one year of residence as a full-time student, a comprehensive examination, a dissertation, and an oral examination on the special dissertation field.

A doctoral candidate must offer three fields. Of the 3 fields offered one field must be Economic Theory; the 2 other fields must be chosen by the candidate from the following list of fields offered: Advanced Theory, Econometrics, Money and Banking, Fiscal Economics, Industrial Organization, International Trade and Finance, Soviet Economics and Comparative Systems, Economic Development, Urban Economics, Labor, and Consumer Economics. The 6 course credits in Mathematics for Economists and the 3 course credits in Statistics are required but are not considered as fields. In addition to Ec 723, Statistics, all Ph.D. students are required to take either Ec 724, Regression Analysis, or Ec 827-828, Econometrics. The doctoral candidate will be examined in the comprehensive examination on 3 fields, one of which must be Economic Theory.

A doctoral candidate is required to write a dissertation and to pass an oral examination on the dissertation and the field in which the dissertation is written.

Master's Degree Program

While no students are admitted as M.A. candidates, M.A. degrees may be granted to doctoral program students in the course of their doctoral program work. Also, students dropping out of the doctoral program may complete the requirements for an M.A. degree.

The requirements for the M.A. degree include 30 hours of course and/or thesis credits. A student has the option of taking 24 course credits and writing a 6 credit thesis or taking 30 course credits. In addition to the 30 credits, a comprehensive exam in graduate course work is required. The following courses are required of all M.A. candidates: Ec 701, Ec 703, and Ec 723. The departmental comprehensive examination is oral; the student is required to present 3 fields, including Theory, Statistics, and one applied field.

Courses of Instruction

SECTION I

FIRST YEAR PROGRAM

THEORY

Ec 701—Economic Theory—Micro-Economics (F; 3)

Theory of production; equilibrium of the firm and the industry; market structures, the pricing of factors of production.

David A. Belsley

Ec 702—Economic Theory—Micro-Economics (S; 3)

Prerequisite: Ec 701 or its equivalent.

Analysis of consumer behavior; general equilibrium analysis; introduction to welfare economics; input-output and linear programming models.

David A. Belsley

Ec 703—Economic Theory—Macro-Economics (F; 3)

Analysis of the classical and Keynesian aggregative systems; post-Keynesian developments in the analysis of the consumption, investment, and liquidity preference functions.

Geoffrey Woglom

Ec 703—Economic Theory—Macro-Economics (S; 3)

Prerequisite: Ec 703 or its equivalent.

Introduction to macro-dynamics; selected post-Keynesian cycle and growth models.

Steven D. Beggs

MATHEMATICS FOR ECONOMISTS

Ec 711—Mathematics for Economists I (F; 3)

1—Introductory analysis of real valued functions of one variable: function concept, limits, derivatives, maxima and minima, integrals, logarithmic and exponential functions. 2—Arithmetic of matrices and determinants. 3—Elementary economic applications.

Donald K. Richter

Ec 712—Mathematics for Economists II
(S; 3)

Prerequisite: Ec 711 or its equivalent.

1—Calculus of vector functions treating (a) differential calculus: partial derivatives, jacobians, differentials, maxima and minima of functions of several variables, Lagrange multipliers, implicit and inverse function theorem and (b) integral calculus: multiple and iterated integrals. 2—Linear algebra; theory of linear spaces and linear transformations. 3—Difference and differential equations. 4—Applications in mathematical economics.

Donald K. Richter

STATISTICS

Ec 723—Statistics—Foundations
(F, S; 6)

Prerequisite: Ec 711 or its equivalent.

Set theory, basic probability, univariate and multivariate distributions, moments, inference, stochastic processes and ergodic theory, large and small sample properties of point estimators.

Marvin Kraus

Ec 724—Statistics—Regression Analysis
(F; 3)

Prerequisite: Ec 723.

Review of probability, estimation, and inference: regression analysis, econometric problems and techniques. Designed to enable students to interpret quantitative results and to recognize problems in their own quantitative work. Offered Fall, 1973-1974

SECTION II
ADVANCED COURSES
ADVANCED THEORY

Ec 801—Economic Theory—Advanced Microeconomics
(S; 3)

Advanced seminar in which mathematical methods are used to analyse current issues in price theory such as the regulation of monopoly, the theory of urban land rent and highway congestion.

John G. Riley

Ec 803—Economic Theory—Advanced Capital Theory
(F; 3)

Dynamic equilibrium in "linear" economies—the non-substitution theorem, reswitching, the Cambridge-Cambridge controversy, maximal growth, turn-pike theorems.

John G. Riley

Ec 805—Macroeconomic Models for Forecasting and Policy
(F; 3)

Empirical work on macroeconomic models surveyed; forecasting with these models: alternative/complementary forecasting techniques; principles of forecast evaluation and "the record"; policy analysis and formulation with formal econometric models.

Steven D. Beggs

Ec 880—Capital Theory and Finance

(F; 3)

Valuation of assets, rates of return, cost of capital, risk and portfolio choice, the firm's investment decision, and special problems in investment such as human capital, the public sector, the tax structure, and the growth of conglomerates.

Offered Fall, 1973-1974

Harold A. Petersen

ECONOMETRICS

Ec 827—Econometrics I

(F; 3)

Introduction to the basic tools and theory of econometrics. Relevant matrix algebra and multivariate distribution theory are developed and applied to the traditional linear regression model and its extensions. Autocorrelation, errors in variables and other single equation problems will be discussed in this context.

William J. Duffy

Ec 828—Econometrics II

(S; 3)

Prerequisites: Ec 827.

Continuation of material of Ec 827. A development of estimation in the general stochastic model and in systems of simultaneous linear equations.

William J. Duffy

MONEY AND BANKING

Ec 861—Monetary and Portfolio Theory

(F; 3)

Money and the United States monetary system: portfolio allocation models and the theory of the banking firm; aggregate money-supply and demand functions for money; the term structure of interest rates; theory, evidence, and policy implications.

Kenneth A. Lewis

Ec 862—Money in General Equilibrium and Problems in Monetary Policy

(S; 3)

Prerequisite: Ec 861.

The microeconomic theory of the real-balance effect. The real-balance effect in macroeconomic models; money and growth; current controversies in monetary policy; the availability doctrine, the role of financial intermediaries, Federal Reserve controls and proposed reforms; international complications, lags, and problems of incidence.

Kenneth A. Lewis

FISCAL ECONOMICS

Ec 866—Fiscal Economics

(F; 3)

Problems of economic efficiency and allocation; topics covered and emphasis (theory vs. application) depend upon the interests of the class, but usually include the following: the allocation of public goods; evaluation of public investments in theory and practice; theory and measurement of tax incidence; the question of "optimal" taxation and "excess burden"; problems of fiscal federalism.

Richard Tresch

Ec 865—Fiscal Policy
(S; 3)

The role of government in stabilization, growth, and the determination of the income distribution; topics covered and emphasis (theory vs. application) depend upon the interests of the class, but usually include the following: "optimal" economic policy in the context of targets and instruments; the theory and measurement of static and dynamic stabilizers; growth and the fiscal structure; U.S. economic policy in practice; problems of the income distribution; the national debt.

Geoffrey Woglom

INDUSTRIAL ORGANIZATION

Ec 853—Industrial Organization I
(F; 3)

Presentation of the economic theory of the connections between market structure and market conduct, and consequently, market performance—allocative, dynamic, and X-efficiency, economic progress, stability, and product quality. Emphasis on the analytical and evaluative aspects of the theory.
Offered Fall, 1973-1974

H. Michael Mann

Ec 854—Industrial Organization II
(S; 3)

Investigation of the empirical findings regarding theory's hypotheses in the areas covered first semester. Public policy is examined in the light of our knowledge about relationships between market structure and performance.
Offered Fall, 1973-1974

H. Michael Mann

INTERNATIONAL TRADE AND FINANCE

Ec 871—Theory of International Trade
(F; 3)

Partial and general equilibrium theories of international trade; gains from trade, internal and external balance in an open economy; disturbance and adjustment of balance of payments. Analysis of international economic policies such as protectionism and regional trade arrangements.

James E. Anderson

Ec 872—Problems in International Economics
(S; 3)

Prerequisite: Ec 871.

An advanced seminar dealing with important recent theoretical and empirical work in the fields of pure trade theory, commercial policy, balance of payments problems and policy making in the open economy. Emphasis will be placed on unsettled issues and on suggesting lines of further research.

James E. Anderson

COMPARATIVE SYSTEMS AND SOVIET ECONOMICS

Ec 897—Soviet Economic System
(F; 3)

Soviet economic growth under the five-year plans and its determinants. Planning principles, the role of the price system and incentives, investment policies. An appraisal of the Soviet system from the viewpoint of welfare and efficiency criteria.

Leon Smolinski

Ec 898—Comparative Economic Systems
(S; 3)

The theory and practice of central economic planning and decentralized decision-making in various economic systems such as market socialism, command economy, indicative planning. The choice of the optimal degree of centralization and problems of informational efficiency. Comparative analysis of dynamic and static efficiency of economic systems. The convergence hypothesis.
Leon Smolinski

ECONOMIC DEVELOPMENT

Ec 875—Economic Development
(F; 3)

This course considers the economic characteristics of the less developed countries, the theories offered as explanations of the sources of development, and the principal issues facing policy makers in these countries.
Offered Fall, 1973-1974 Francis M. McLaughlin

Ec 876—Labor Problems in Economic Development
(S; 3)

An analysis of the role of manpower in economic development. Particular attention will be given to the recruitment, commitment, disciplining, and effective utilization of an industrial labor force.
Offered Spring, 1973-1974 Francis M. McLaughlin

URBAN ECONOMICS

Ec 893—Economic Problems of the City
(F; 3)

General theoretical models of the spatial distribution of economic activity within a city will be examined. Emphasis will be placed on the role of location theory in the understanding of the causes of current urban problems. The housing crisis will be examined in depth.

Robert B. Wallace

Ec 894—Economic Problems of the City
(S; 3)

Selected urban problems will be examined intensively. They will include (1) provision of government services, (2) local and metropolitan finance, (3) transportation, (4) urban renewal, and (5) environmental decay.

Robert B. Wallace

LABOR

Ec 885—Neoclassical and Radical Theories of the Labor Market
(F; 3)

A comprehensive microeconomic approach to wage theory and the theory of labor markets focusing on the evolution of neoclassical and radical hypotheses. The course presents and develops theories and econometric evidence on labor force participation, wage determination, Phillips Curve Analysis, and public intervention in labor markets.

Barry Bluestone

Ec 886—A Microeconomic Approach to Income Distribution Theory
(S; 3)

An analysis of income distribution in the United States from the perspective of microeconomic labor market theory. Neoclassical and radical hypotheses of the determinants of income are explored using econometric evidence on the determinants of human and physical capital accumulation. The effect of government intervention on the income distribution is investigated in depth.
Barry Bluestone

CONSUMER ECONOMICS

Ec 841—The Consumer Revolution in the World Economy
(F; 3)

Case studies in the Consumer Revolution: the objectives, methods, and effects of the Consumer Revolution in selected areas and industries, e.g., automobiles, credit, health care, food.

Robert J. McEwen, S.J.

Ec 842—Seminar on Government Consumer Protection Activities
(S; 3)

The role of national and local governments in consumer protection; U.S. and foreign government agencies and laws to prevent consumer fraud, to control restrictive business practices, to license occupations, to regulate consumer credit, to enforce health and safety standards, and to improve consumer welfare.

Robert J. McEwen, S.J.

SECTION III
SPECIAL COURSES

(These courses are not available to students in the doctoral and masters programs in economics. They are offered for students in interdisciplinary programs and students in the degree programs of other departments and schools. They have no specific prerequisites.)

Ec 781—Economic Organization
(F; 3)

The course deals with the analysis and critical evaluation of economic mechanisms under different social systems. The topical sequence is: specification of economic objectives; resource allocation models; general control and feedback systems for optimum resource allocation regulated free-enterprise market economy; public sector and indicative planning; centralized socialist management; alternative forms of socialist organization.

André Daniere

Ec 763—Income, Employment and Unemployment
(F; 3)

Analysis of the flow of income; consumption, saving, and investment and the determination of the level of income. The cause of unemployment. The role of money and the banking system in determining the level of income and employment. Monetary and fiscal policy measures to combat unemployment. The skill characteristics of the unemployed and prospects for retraining programs.

Alice E. Bourneuf

SECTION IV
RESEARCH

Ec 799—Reading and Research
(F, S; 3, 3)

By arrangement

The Department

Ec 901-902—Research-In-Progress-Seminar
(F; 3)

Required of all admitted to candidacy for the doctor's degree and open to all other students.

William Duffy

Ec 999—Doctoral Continuation

All students who have been admitted to candidacy for the Ph.D. degree are required to register for doctoral continuation during each semester of their candidacy. This registration entitles them to the use of university facilities (library, etc.) and to the privilege of auditing informally (without record in the graduate office) courses which they and their advisers deem helpful. Tuition must be paid for courses formally audited or taken for credit. The fee for doctoral continuation is \$80.00. Doctoral candidates who fail to enroll at the time of registration will be billed.

Faculty

Department of Economics (Ec)

<i>Professors:</i>	Alice E. Bourneuf, Ann F. Friedlaender*, W. Seavey Joyce, S.J.*, H. Michael Mann*, Robert J. Ewen, S.J., Leon Smolinski, Donald J. White.
<i>Associate Professors:</i>	James E. Anderson, David A. Belsley, André Daniere, Francis M. McLaughlin, Harold A. Petersen (<i>Chairman</i>).
<i>Assistant Professors:</i>	Steven D. Beggs, Robert J. Cheney, S.J., William J. Duffy, Kenneth A. Lewis, Robert B. Wallace, John G. Riley.
<i>Instructors:</i>	Barry Bluestone, Marvin Kraus, Donald K. Richter, Richard W. Tresch, Geoffrey Woglom.
<i>Lecturer:</i>	Gur Ofer

* On Leave, 1972-1973

Department of Education (Ed)

Opportunities for research and practical experience are facilitated by long-standing relationships with organizations outside the Department of Education and sometimes outside the University. Teaching interns and educational specialists studying at Boston College have been placed in a number of school systems in the metropolitan Boston Area. The Center for Field Research and School Services established in April, 1969, provides a unique opportunity for advanced graduate students to engage in school studies, state, regional, and national research projects. Areas of studies include curriculum development and evaluation, educational testing, the planning of school facilities, administrative organization, school district reorganization, and school system analysis.

More than 1,000 public and parochial schools throughout New England have accepted student teachers and educational interns from Boston College and participated in department research projects.

Department Programs and Requirements

Master of Education Degree

There are eleven fields of concentration leading to this degree; educational psychology, elementary education (Plan A or Plan B), early childhood education, counselor education and school psychology, administration and supervision, reading, religious education, urban education, media specialist, special education, and rehabilitation (peripatology).

All candidates for the M.Ed. degree must take the following core courses: Ed 460 or Ed 461, Ed 402 or Ed 403 or Ed 404, Ed 311 or Ed 414. The course in Research Methods or its equivalent should be included among the first four courses taken by the degree candidate.

Ed 500 is recommended for those who have had no course work in the history of American education. Each student is required to pass a written comprehensive examination upon conclusion of his course work.

All courses in the three hundred sequence (Ed 300-Ed 399) are open to undergraduates.

Master of Arts in Teaching and Master of Science in Teaching Degrees

The M.S.T.-M.A.T. degree programs are designed for liberal arts graduates who wish to prepare for teaching in the secondary school, for experienced teachers in secondary schools, and for recent college graduates already prepared to teach at the secondary level. Programs are described under the section dealing with programs in Secondary Education.

Certificate of Advanced Educational Specialization (CAES)

The Graduate Department of Education makes provisions for a Certificate of Advanced Educational Specialization for students who complete a directed program of courses and/or research amounting to a minimum of thirty semester hours beyond the master's degree. Course credits are not automatically transferable to a doctoral program. Specific programs for the Certificate have been designed in Administration and Supervision and in Counselor Education, and certificate programs tailored to the requirements of individual students may be arranged in other areas.

Doctor of Philosophy and Doctor of Education Degree

A formal doctoral program of study is defined as a *minimum* of 78 graduate course credits earned subsequent to receipt of the bachelor's degree, including courses in educational measurement, educational philosophy, educational psychology, educational research, history of education and statistics. Students possessing a master's degree at the time of their admission to doctoral studies may be permitted to transfer up to thirty graduate course credits to their doctoral program. No more than six additional graduate course credits earned at Boston College or elsewhere prior to admission to a doctoral program may be transferred.

Upon admission to a doctoral program, the doctoral student will be assigned a temporary advisor. During the first semester of doctoral studies the student will obtain the consent of a member of the Department of Education faculty of the rank of assistant professor or higher to serve as the chairman of

his advisory committee. In consultation with the chairman, two additional faculty members of the Graduate School of Arts and Sciences will be selected to complete the advisory committee; at least one of these committee members must be from the field of specialization other than that represented by the committee chairman.

The doctoral program of studies will be designed by the student in consultation with his full committee. A major field of concentration consisting of at least thirty graduate course credits must be included in the program, and one or two minor fields of concentration may be included, at least fifteen graduate course credits being necessary to constitute a minor. In the design of the program of studies, primary consideration will be given to the academic and professional background of the individual student and to his career goals. The program of studies need not be formalized by any specific time, but when it is, it must have the unanimous approval of the advisory committee and the associate dean for graduate studies.

Doctor of Education: The candidate must have had three years of full-time educational experience prior to receipt of the degree. Technical competence in research methods and statistics must be demonstrated in a manner approved by the advisory committee and the associate dean for graduate studies.

Doctor of Philosophy: As determined by the advisory committee and approved by the associate dean for graduate studies, the student must demonstrate proficiency in at least one language other than English. The languages specified may include any classical, modern or computer languages. Statistical competency may also be required by the committee.

In deciding upon the special requirements for either the D.Ed. or the Ph.D. Degree, the advisory committee will be guided by the experiential background and career goals of the student.

History and Philosophy of Education

Ph.D. and D.Ed. degrees are offered in the history and philosophy of education. The doctoral program in this division is open to students whose academic backgrounds and interests recommend them for an advanced, scholarly study of the cultural, social, and theoretic dimensions of education. The ordinary career objective of students in history and philosophy of education is college or university teaching. Yet the program offers ample opportunities for the academic preparation of the educational generalist. Thus, students whose career objectives do not include teaching on the college or university level, but who are, nevertheless, interested in a fundamental and scholarly approach to broad issues in education, may find this program both personally and professionally rewarding.

Students may be admitted to the program in history and philosophy of education with either bachelor's or master's degrees. Students with bachelor's degrees who are beginning graduate work are required to earn a *minimum* of 78 graduate credit hours; students with master's degrees must earn a *minimum* of 48 graduate credit hours. In either case, at least 30 credit hours must be earned in history and philosophy of education courses. The following courses are required of all students in the program: Ed 402, Ed 403, Ed 404, Ed 602, Ed 603, Ed 706, Ed 802, and Ed 803.

Courses in the division are open to graduate students below the doctoral level as well as to doctoral students from other divisions in the department, usually without prerequisites. Such courses undertake to provide a theoretical and liberalizing influence on graduate education.

Educational Psychology

The master of education program in educational psychology is designed to prepare candidates for positions such as program analyst, research consultant, and in-service instructor in school systems, and as assistant to the director of research in larger school systems. The program also prepares candidates to enter doctoral programs in educational psychology.

The doctoral program in educational psychology is designed to prepare candidates for teaching and research positions in higher education, and for research offices in schools, government agencies, and industries where there is a direct concern with factors affecting learning and with the evaluation of instructional procedures. The goals of the courses offered in this area are (1) to develop the student's mastery of the concepts and findings pertinent to the learning process and (2) to develop skill in the major techniques of investigation necessary for research into the problems of this field. The offerings in the field of educational psychology consist of (a) a series of core courses, (b) related courses to be selected in terms of the student's major needs and interests, and (c) individual and group research activities with members of the staff. Offerings of the Department of Psychology will normally be included in the student's program.

Core Courses

Ed 402—Modern Educational Thought

or

Ed 403—Philosophy of Education

or

Ed 404—Evolution of Educational Doctrine

Ed 311—Educational Psychology (for those lacking an undergraduate course in this subject)

or

Ed 414—Modern Psychology and Education (for those who have had a course in educational psychology as an undergraduate)

Ed 315—Psychology of Adolescence

Ed 416—Child Psychology

Ed 460—Research Methods

or

Ed 461—Pro-Seminar in Methods of Educational Research

Ed 464—Construction of Achievement Tests

Ed 412—Abnormal Psychology

Ed 413—Social Psychology

Ed 363—Introduction to Statistics

Elective

Doctoral Research and Seminar Experience

Ed 910—Projects in Educational Psychology

Ed 911—Cognitive Processes and Education

Ed 912—Seminar in the Psychology of Learning

Ed 913—Seminar in Motivation: Theory and Practice

Ed 914—Seminar in Theories of Instruction

Ed 915—Seminar in Language, Thought and Instruction

Ed 916—Seminar in Child Psychology

Ed 960—Analysis and Design of Educational Research

Curriculum and Instruction

There are seven programs or areas of concentration within the Division of Curriculum and Instruction: elementary education, early childhood education, secondary education, reading specialist, urban education, media specialist and science education.

Each offers one or more patterns or plans of study at the master's level and, in addition, provides for planning programs on an individual basis at the master's, C.A.E.S. and doctoral levels. While plans for prospective teachers and special programs tend to be formalized, the overall policy of the division is to afford each candidate as much freedom of choice as possible in structuring a major portion of his own program. This freedom includes the option to select courses from programs within the division, from other divisions in the Department of Education, and from the academic subject fields. Each candidate not electing a formalized plan will design his own program with the assistance and direction of a faculty advisor.

Three core courses in educational foundations are required of all candidates at all levels of study in each of the programs of the division:

- Ed 402—Modern Educational Thought
- or
- Ed 403—Philosophy of Education
- or
- Ed 404—Evolution of Educational Doctrine
- Ed 311—Educational Psychology
- or
- Ed 414—Modern Psychology and Education
- Ed 460—Research Methods in Education
- or
- Ed 461—Pro-Seminar in Methods of Educational Research

The C.A.E.S. is offered to qualified candidates who wish to gain greater proficiency in their chosen fields. Only those who have completed a master's degree in a relevant field will be accepted. Each candidate's program will normally consist of 30 hours in advanced courses, planned in conjunction with a program advisor. A high level of performance in the C.A.E.S. might permit invitation to study toward a doctorate. Candidates for the C.A.E.S. will normally be required to take the following courses in addition to the three core courses in educational foundations noted above:

- Ed 362—Nonparametric Statistics
- or
- Ed 363—Introduction to Statistics
- Ed 707—Contemporary Issues in Educational Theory
- or
- Ed 914—Seminar in Theories of Instruction
- Ed 820—Projects in Curriculum and Instruction

The Department of Education offers both the Ph.D. and D.Ed. degrees. Programs in the Division of Curriculum and Instruction will be planned on the basis of the individual student's background and goals. Study may be concentrated in the following fields: elementary education, early childhood education, secondary education, reading, urban education, educational media and science education. In addition to the core courses in educational foundations, the following will usually be required:

Ed 362—Nonparametric Statistics
or
Ed 363—Introduction to Statistics
Ed 364—Intermediate Statistics
Ed 466—Curriculum Evaluation: Theory and Practice
Ed 914—Seminar in Theories of Instruction
Ed 960—Analysis and Design of Educational Research

Curriculum and Instruction Programs

Elementary Education

Coordinator: Dr. Katharine C. Cotter

Two plans of study lead to the M.Ed. degree in Elementary Education:

Plan A: A 36-credit program for full-time students which is designed for prospective teachers with little or no formal preparation for teaching in the elementary grades. Candidates are urged to begin in Summer Session and complete the program the following summer.

Summer Session

Ed 460—Research Methods in Education
Ed 311—Educational Psychology

Fall Semester

Required courses:

Ed 320—Seminar in Elementary Methods
Ed 421—Introduction to Developmental Reading Instruction

Electives (two of the following):

Ed 424—Introduction to Educational Technology
Ed 325—Science in the Elementary School
Ed 520—Modern Mathematics in the Elementary School
Ed 464—Construction of Achievement Tests

Spring Semester

Required courses:

Ed 416—Child Psychology
Ed 420—Student Teaching, Elementary School

Elective (one of the following):

Ed 424—Introduction to Educational Technology
Ed 322—Children's Literature
Ed 324—Language Arts in the Elementary School
Ed 522—Social Studies in the Elementary School

Summer Session

Ed 403—Philosophy of Education (or other approved philosophy of education course)
Elective

Plan B: A 30-credit program designed for candidates with a recent undergraduate degree or experience and course work in elementary education. Students are required to take three core courses in educational foundations and, in addition, Ed 425—Frontiers of Education and Ed 622—

Seminar in Elementary Education. The five remaining courses may be selected to meet individual needs with the guidance of the program coordinator.

Early Childhood Education

Coordinator: Dr. Eva A. Neumann

The early childhood program is designed to prepare teachers and administrators at the preschool and primary grade level. Through course work, independent study and related field work the program aims to provide competencies in teaching strategies and curriculum development based on a sound understanding of child development. Focus is on the young child—from infancy to five years—and his education in a variety of early childhood centers such as day care, nursery school and kindergarten. All will be related to the child and his education during the primary grades.

Candidates for the M.Ed. have the following program:

- A. *Educational Foundations (one course in each area)*
 - 1. Philosophy of Education (Ed 402/403/404)
 - 2. Educational Psychology (Ed 311/414)
 - 3. Research Methods in Education (Ed 460/461)
- B. *Early Childhood Education (required)*
 - Ed 321—Early Childhood Education: Curriculum, Materials and Teaching strategies
 - Ed 526—Seminar in Early Childhood Education
 - Ed 527—The Parent, the Teacher and the Child
 - Ed 626—Seminar in the Psychology of the Young Child
 - Ed 427—Student Teaching (for students with no teaching experience)
- C. *Curriculum Core (one course from each group)*
 - 1. Reading Instruction (Ed 421/521)
 - or
 - Language Arts in the Elementary School (Ed 324)
 - 2. Science in the Elementary School (Ed 325)
 - or
 - Modern Math in the Elementary School (Ed 520)
- D. *Related Courses (one elective)*
 - 1. Children's Literature (Ed 322)
 - 2. Urban Education (Ed 323/423)
 - 3. The Exceptional Child (Ed 381/392)
 - 4. Media Development (Ed 424/524/624)

Candidates for the Ph.D. and Ed.D. are expected to take, in addition to the basic requirements of the Division of Curriculum and Instruction, the core courses in early childhood education. The remainder of the program will be developed to meet the individual candidate's needs and goals.

Secondary Education

Coordinator: Dr. Edward Smith

Three programs designed for prospective or experienced secondary school teachers lead to the Master of Arts in Teaching or Master of Science in Teaching degrees. Plans A and B are designed for liberal arts graduates who wish

to enter teaching. Plan C is designed for experienced teachers and recent college graduates who have already prepared for teaching. The three plans are defined as follows:

Plan A: This plan provides a program which combines graduate study with a year of internship teaching. Under this arrangement an intern teacher teaches half-time in a nearby school, takes responsibility for half of the load usually assigned a full-time teacher, and receives half-salary based on the Massachusetts schedule for beginning teachers. A candidate under this plan must begin his graduate study with the summer pre-internship program conducted in cooperation with the Framingham Public School Academic Summer Program. The graduate courses to comprise the remainder of the degree program are determined on an individual basis and are the responsibility of the department involved.

THE PROGRAM IN BRIEF
(A Typical Student's Program)

<i>Summer Pre-Internship Program</i>	6 weeks
Ed 428—Student Teaching, Secondary School	3 credits
Ed 426—Methods and Materials of Teaching	3 credits
Ed 311—Educational Psychology	3 credits
<i>First Semester</i>	
Ed 422—Internship in Teaching	3 credits
Ed 460—Research Methods in Education	3 credits
Course in Teaching Field	3 credits
<i>Second Semester</i>	
Ed 422—Internship in Teaching	3 credits
Ed 403—Philosophy of Education	3 credits
Course in Teaching Field	3 credits
Course in Teaching Field	3 credits
<i>Summer</i>	
Course in Teaching Field	3 credits
Course in Teaching Field	3 credits
Total Program	36 credits

Plan B: This plan provides three alternative programs which combine graduate study with a period of apprenticeship without pay. Candidates may begin in summer session or in September on either a full or part-time basis. Graduate courses in the teaching field are determined on an individual basis and are the responsibility of the department involved. The programs are:

1. Program for Full-Time Students Beginning in Summer Session

Summer Session

- Ed 460—Research Methods in Education
- Ed 311—Educational Psychology

Fall Semester

- Ed 403—Philosophy of Education
- Ed 426—Techniques of Teaching in the Secondary School
- Course in Teaching Field
- Course in Teaching Field

Spring Semester

Ed 428—Student Teaching, Secondary School
Course in Teaching Field

Summer Session

Elective in Education
Course in Teaching Field

2-3. Program for Full-Time Students Beginning in September, and Course Sequence Required for Part-Time Students

Fall Semester

Ed 311—Educational Psychology
Ed 460—Research Methods in Education
Ed 426—Techniques of Teaching in the Secondary School
Course in Teaching Field

Spring Semester

Ed 428—Student Teaching, Secondary School
Ed 403—Philosophy of Education
Course in Teaching Field

Courses remaining are to be completed by full-time students in Summer Session or the following academic year.

Elective in Education
3 Courses in Teaching Field

Plan C: This plan provides the experienced teacher or the graduate from a School of Education without teaching experience a program of graduate study both in education and his teaching field. It can lead to the completion of the requirements of the MAT or MST degree within a two-year period for the person who is concurrently teaching and within a calendar year for the full-time graduate student. Graduate courses to comprise the degree program are planned by the student and faculty advisor on an individual basis and are the responsibility of the department involved. A degree program is composed of a minimum of 30 credit hours in courses taken in education and the teaching field not necessarily equally from each. Approval of each student's program by the program coordinator is required.

Reading Specialist Program

Coordinator: Dr. John Savage

The Division of Curriculum and Instruction offers a 30-semester hour program leading to the M.Ed. degree and certification as a reading specialist in accordance with recommendations of the International Reading Association Committee on standards. A minimum of three years teaching experience involving the teaching of reading is required, preferably completed on entrance to the program. In addition to three core courses in educational foundations, the following are required:

Ed 521—Developmental Reading Instruction
Ed 621—Diagnostic and Remedial Techniques in Reading
Ed 464—Construction of Achievement Tests
Ed 728—Advanced Seminar and Practicum in Reading
(offered Summer Session only—6 credits—approval of Coordinator required)

Two electives, at least one of which shall be from the language arts area, but both subject to the approval of the program coordinator.

Order of taking courses: Students in the master's program earning a reading certificate must take Ed 460 or Ed 461 as one of the first four courses. The suggested order of taking reading courses is Ed 521, Ed 621 and Ed 728. Inexperienced teachers are not eligible to take Ed 728.

It is possible to earn a master's degree and a Reading Specialist Certificate simultaneously. For students who have received a master's degree, a certificate may be obtained by: (1) completing courses required for certification not taken as part of a master's program, or (2) by completing a program for the C.A.E.S. tailored to the individual student's needs. Reading specialist programs beyond the master's degree are subject to the approval of the program coordinator and the Associate Dean for Graduate Studies in Education.

Studies in Urban Education

Coordinator: Dr. Charles F. Smith, Jr.

All degree and certificate programs in studies in urban education will include a sequence of professional courses and an inner-city practicum. The specific nature of the latter will depend upon the educational background, experience and professional goals of the candidate and will require the collaboration of the Coordinator of Studies in Urban Education.

The M.Ed. degree program in studies in urban education is a 30-semester hour program designed to develop teaching and research skills with particular emphasis given to the application of these skills in inner-city schools where there is a high concentration of students who are economically and educationally deprived. Students needing to fulfill requirements for supervised practice teaching for teacher certification should plan on their program being extended at least an additional semester.

Preparation beyond the master's degree is meant to provide professional training needed for developing and directing educational programs in urban areas.

The C.A.E.S. is offered to qualified candidates who wish to gain greater proficiency in the field of urban education. Only those who have completed a master's degree in a relevant field will be accepted. Each candidate's program will normally consist of at least 30 hours of advanced course work.

The Division offers both a Ph.D. and a D.Ed. degree with a concentration in Urban Education.

Students interested in a program in urban education should contact the program coordinator.

M.Ed. Program:

In addition to three core courses in educational foundations, the following are required:

Ed 423—Urban Education: Crucial Issues I

Ed 523—Urban Education: Crucial Issues II

Ed 623—Urban Education: Programs, Methods and Materials

Ed 723—Urban Education: Inner-City Practicum

The choice of three elective courses is subject to the guidance and approval of the program coordinator.

Additional urban education elective courses:

Ed 429—Urban Education: Student Teaching

Ed 327—Bi-Lingual Bi-Cultural Institute (summer only)

Media Specialist Program

Coordinator: Dr. Fred John Pula

This 36-semester hour program, leading to the M.Ed. degree, offers a sequence of courses and experiences leading to qualification as a media specialist according to the recommendations of the Association for Educational Communications and Technology, and the Office of Teacher Certification and Placement for the State of Massachusetts. This program is designed to build on the strengths of the candidate and to allow flexibility for pursuing any one of the areas of specialization that is developing in educational technology, such as: administration of media centers, curriculum design and innovation, design and preparation of instructional materials, and selection and utilization of instructional materials.

Full-time students can complete the program in two summers and an academic year. Students needing to fulfill requirements for supervised practice-teaching for teacher certification should plan on their program being extended at least an additional semester. Three core courses in educational foundations are required. In addition, all students will be required to take the courses listed below in the order given (excepting Ed 625—Organization and Administration of the Media Center).

- Ed 424—Introduction to Educational Technology
- Ed 524—Selection, Evaluation and Utilization of Instructional Materials
- Ed 624—Production of Instructional Materials
- Ed 625—Organization and Administration of the Media Center
- Ed 724—Media Specialist Practicum

Approved Electives: (12 credits)

- Ed 320—Seminar in Elementary Methods
- Ed 425—Frontiers of Elementary Education
- Ed 623—Urban Education: Programs, Methods and Materials
- Ed 852—Administrative Communication
- Ed 720—Curriculum Development in Elementary Education
- Ed 721—Curriculum Development in Secondary Education
- Ed 415—Information Systems for Individualized Instruction
- Ed 466—Curriculum Evaluation: Theory and Practice
- Ed 914—Seminar in Theories of Instruction
 - Radio and Television Workshop
 - Film-Making
 - History of the Film
 - Seminar: Film, Man in the World

Science Education

Coordinator: Dr. George T. Ladd

A Master of Science in Teaching Degree is offered for secondary school candidates. Plans A, B and C of the M.S.T. programs in Secondary Education provide for concentration in earth science, chemistry, biology and physics.

The Department of Education offers C.A.E.S. and both Ph.D. and D.Ed. degrees. Doctoral programs in science education are planned in accordance with the student's background and career goals. Besides the standard requirements, programs for doctoral studies in science education will normally include 30 credits in science along with the following courses:

- Ed 325—Science in the Elementary School
- Ed 326—Science in the Secondary Schools

Ed 727—Seminar in Science Education
Ed 725—Internship in Science Education

Students interested in doctoral studies in Science Education should contact the program coordinator.

Counselor Education and Counseling Psychology

The Boston College program in Counselor Education and Counseling Psychology is designed to meet professional standards recommended by the American Psychological Association and the American Personnel and Guidance Association.

All courses in the division are taught by psychologists who are members of the American Psychological Association and the American Personnel and Guidance Association. Candidates should plan courses to qualify for membership in these professional associations. The program of counselor education includes a 36-hour master's degree in guidance and counseling and an additional 30-hour Certificate of Advanced Educational Specialization which continues and completes the professional preparation of most guidance and counseling personnel and state certified school psychologists. Those wishing to become counseling psychologists or school psychologists may secure a Doctor of Education or a Doctor of Philosophy degree.

Both doctoral degrees require at least two successive four-course semesters in residence. *All Practicum courses must be requested at least one semester in advance of taking the courses.*

It is the responsibility of those students wishing to be counselors in public schools to see that they meet teacher-counselor certification requirements of their state. Students wishing a state certificate for school psychologist in Massachusetts must qualify for a teaching certificate also.

The Master of Education degree contains a common core of education and guidance courses and then permits the candidate to select a series of recommended courses of professional preparation for either elementary school guidance or guidance at the secondary school and college level. Each of the professional courses in guidance and counseling is accompanied by pre-practicum laboratory experiences.

Persons wishing certification as school psychologists in Massachusetts should complete the master's degree in elementary guidance including Ed 549, Ed 464 and Ed 392.

Those intending to work as counselors in non-school settings may substitute graduate courses in psychology, sociology or economics with permission of the appropriate department.

Certificate and doctoral applicants will *only* be accepted if they have completed a master's degree or its equivalent in counseling and guidance or school psychology. Those who have completed such a master's degree should select courses from the advanced graduate courses numbered between 600 and 849. These ordinarily consist of 30 hours for the C.A.E.S. and a minimum of 48 hours plus a dissertation for the doctorate. However, all doctoral candidates *must* complete at least 60 graduate semester hours in courses of a psychological nature in education or psychology in order to qualify for membership in the American Psychological Association. Electives for the doctorate include a major in counseling psychology and ordinarily would include a minor in evaluation, measurement and research or in school psychology. Other minors are possible according to the unique needs of a given candidate, and can be worked out in conference with the candidate's advisor and doctoral committee. A program

combining school psychology and counseling psychology is also available for doctoral students desiring to work below the ninth grade level.

The C.A.E.S. program is designed to complete the professional preparation counselors need beyond the master's degree. A high level of performance for the C.A.E.S. would permit the student to be *invited* into a doctoral program, but doctoral students may *not* elect to substitute the C.A.E.S. There is no residence requirement for the C.A.E.S.

In the master's programs in guidance and counseling presented below, the recommended courses are listed in terms of the unit requiring the course.

The master's degree may be completed in two summer sessions and two regular semesters, in three regular semesters, or part-time over a six-year period.

All M.Ed. candidates in the Department of Education are required to take an education core totalling nine hours in the following three areas:

1. Ed 460—Research Methods in Education.
2. A graduate course in Educational Psychology (Ed 311 or 414).
3. A graduate course in Philosophy or History of Education (Ed 402 or 403).

A course in each of these areas is offered each semester and summer session, so the M.Ed. student in Counselor Education should give first priority in program planning to the required courses listed below that may be offered only once each year. All M.Ed. students in Counselor Education must take:

4. Ed 440 Principles and Techniques of Guidance

Master of Education in Elementary Guidance and School Psychology

In addition to the four core courses listed above, students intending to work with individuals under age 12 should adhere to the following program designed to meet all provisional state certification requirements, except teacher certification, for guidance counselor, school psychologist, or school adjustment counselor. The program may be varied for those persons intending to work in non-school settings. In such case, state public school certification requirements need not be followed.

Counseling Core

(Mass. Certification Requirements for Guidance Counselor. Open only to M.Ed. candidates in counseling.)

5. Ed 443—Counseling and Group Processes in Elementary School¹
6. Ed 448—Career Development and Placement: Elementary School Through College

Additional Counseling Core Courses

7. Ed 464—Individual Intelligence Testing¹
8. Ed 442—Identification and Prevention in Elementary School Guidance¹
9. Practicum in Child Guidance¹
10. Ed 416—Child Psychology or
Ed 641—Behavior Problems of Childhood and Adolescence
11. Ed 445—Clinical Child Guidance or
Ed 392—Psychology and Education of Exceptional Children¹

¹ Massachusetts Certification Requirements for School Psychologists.

Counseling Electives (Choose One)

One elective from the following:

12. Ed 441, Ed 547, Ed 392, Ed 549¹, Ed 640, Ed 641, Ed 642, Ed 543, Ed 542, Ed 545

Master of Education in Secondary School and College Counselor Education

In addition to the four core courses listed previously as required of all M.Ed. students, students preparing for counseling in secondary school or college should follow the program outlined below. The program may be varied somewhat for students planning to work in non-school settings, but such variation requires permission of the Director and the full understanding that state public school certification in guidance will not be met.

Counseling Core

(Mass. Certification Requirements for Guidance Counselor. Open only to M.Ed. candidates in counseling.)

5. Ed 446—The Counseling Process
6. Ed 448—Career Development and Placement: Elementary School Through College
7. Ed 465—Group Psychological Tests

Additional Counseling Core Courses

8. Ed 315—Psychology of Adolescence
or
Ed 641—Behavior Disorders of Childhood and Adolescence
9. Ed 547—Personality Development and Mental Health of the Child
or
Ed 549—Abnormal Psychology for Counselors
10. Ed 646—Beginning Counseling Practicum (Courses Ed 440, Ed 446, Ed 448, and Ed 465 should be completed prior to enrollment in this course).

Counseling Electives (Choose two of the following):

11. and 12. Ed 441, Ed 444, Ed 464, Ed 640, Ed 543, Ed 644, Ed 645, Ps 350

Educational Administration and Supervision

Boston College offers graduate preparatory programs and in-service training for all the major administrative and supervisory posts in education. These include the elementary, middle, and high school principalships; supervisory positions, the school superintendency, and other central office positions such as business manager. Some of the courses offered in this division will also be found useful by those planning careers in college and university administration.

An applicant for admission to any graduate program in educational Administration and Supervision must meet all of the general requirements of Boston College for admission as described earlier in this *Bulletin*. In addition to this, he must meet the following requirements:

Be a certified or certifiable teacher with successful experience in education or some equivalent. At least three years of such experience is required for C.A.E.S. and Doctoral candidates.

Be recommended for a career in educational administration and supervision by a currently-practicing administrator.

Submit a statement of his career goals.

Receive the approval of the appropriate admissions committee in the Department of Education.

Programs offered by the Division of Educational Administration and Supervision include those leading to the Master's Degree, the Certificate of Advanced Educational Studies, the Doctor of Education Degree, and the Doctor of Philosophy Degree.

The program leading to the Master's Degree usually consists of three courses required by the Education Department and eight courses offered by the Division of Educational Administration and Supervision.

The program leading to the Certificate of Advanced Educational Studies calls for thirty credit hours of advanced study beyond the Master's Degree. To qualify for the Certificate, the applicant must have completed the following courses or their equivalent:

Ed 450—Introduction to Educational Administration

Ed 451—Personnel Administration

Ed 456—Legal Aspects of Educational Administration I

Ed 459—Supervision I

The three courses or equivalent required by the Education Department may not be included among the thirty credit hours for the Certificate.

The programs leading to the Doctoral Degrees call for a minimum of 48 credit hours beyond the Master's Degree. In this respect, the applicant must have completed:

The three courses or equivalent required by the Education Department and the four courses or equivalent required by the Division of Educational Administration and Supervision:

Ed 450—Introduction to Educational Administration

Ed 451—Personnel Administration

Ed 456—Legal Aspects of Educational Administration I

Ed 459—Supervision I

In the case of both the Certificate and Doctoral programs the student develops his individual program with the help of his advisor or program committee. He chooses electives in his major field of study, in related educational areas, in the supporting disciplines of sociology, psychology, business management, law, economics, and political science; as well as where the student's background is deemed deficient. In certain instances, the waiver or substitution for a required course may be permitted.

Master's Degree

The program leading to the Master's Degree is designed primarily for the preparation, or in-service training, of elementary, middle, and high school principals, and staff supervisory personnel. The program is designed to introduce the student to all of the major areas of educational Administration and Supervision. The Master's program normally includes 33 credit hours beyond the bachelor's degree.

The following courses are usually required in the Master's program by the Department of Education:

- Ed 402—Modern Educational Thought
- or
- Ed 403—Philosophy of Education
- or
- Ed 404—Evolution of Educational Doctrine
- Ed 311—Educational Psychology
- or
- Ed 414—Modern Psychology and Education
- Ed 460—Research Methods in Education
- or
- Ed 461—Pro-Seminar in Methods of Educational Research

The following eight courses offered by the Division of Educational Administration and Supervision usually make up the remainder of the 33 credit hours:

- Ed 450—Introduction to Educational Administration
- Ed 451—Personnel Administration
- Ed 452—Introduction to Educational Finance and School Business Management.
- Ed 453—The Elementary School Principalship
- or
- Ed 455—The Middle and High School Principalship
- Ed 456—Legal Aspects of Educational Administration I
- Ed 457—Administration of Curriculum: Theory and Practice
- Ed 458—Education and the Political Process
- Ed 459—Supervision I

Certificate of Advanced Educational Studies

Certificate programs are designed for both prospective and currently-practicing administrators or supervisors with a Master's degree; not necessarily in educational administration and supervision; who do not presently contemplate securing a doctoral degree, but who see the value of an individually planned program of advanced graduate work in order to improve their skills and competencies.

A Certificate candidate's program will include a minimum of 30 credit hours beyond the Master's degree. It will usually include courses in general administration, statistics and research, as well as such supporting disciplines as economics, law, psychology, and the social sciences.

To qualify for the Certificate, the applicant must have completed: The three courses or equivalent required by the Education Department *and* the four courses or equivalent required by the Division of Educational Administration and Supervision:

- Ed 450—Introduction to Educational Administration
- Ed 451—Personnel Administration
- Ed 456—Legal Aspects of Educational Administration I
- Ed 459—Supervision I

Thus, the Certificate program provides a measure of flexibility which permits the needs of the individual student to be considered and met. A candidate's total program must be approved by the Department Chairman.

The Certificate program is primarily a terminal program. It is not intended to serve as a second choice for those who are not successful in attaining the Ph.D. or D.Ed. in Educational Administration and Supervision. Nor would it ordinarily be used as an avenue to the doctorate, although in individual cases, a qualified Certificate-program student *may be invited* to apply for admission to doctoral status in the Graduate School. There is no residency requirement for students in the C.A.E.S. program.

Doctoral Degrees

Boston College offers both the Ph.D. and D.Ed. degrees in Administration and Supervision.

The student in either doctoral program will be expected to engage in a minimum residency of one academic year (please refer to the general requirements for the degree of Doctor of Philosophy). During the year of residency, the student will usually carry a total of 12 credits each semester.

A minimum of 48 credit hours or the equivalent beyond the Master's degree is required in each candidate's program.

An internship, as deemed necessary by the Faculty of the Division of Educational Administration and Supervision, is incorporated as part of the candidate's doctoral program. Doctoral candidates enrolled in an internship must be successful in an administrative field project and submit special papers related thereto. An oral examination on the field project to test the candidate's knowledge of education and educational administration, his ability to apply that knowledge, and his ability to learn from a field experience, is also required.

In addition to the courses specific to the field of educational administration, students in the doctoral programs are expected to study in related areas of education as well as in the supporting disciplines of business administration, economics, government, law, psychology, and social sciences. Courses for each student will be suggested according to the degree being sought, the academic and professional background of the individual, and his career goals.

As in other doctoral programs, a dissertation is likewise required.

The prerequisites defined for the Certificates of Advanced Educational Studies also apply to the doctoral programs.

Educational Research, Measurement and Evaluation

The Boston College program in Educational Research, Measurement and Evaluation is designed to prepare educational researchers with specialized competence in the evaluation of educational innovations and in basic research in education. Graduates of the program may accept academic posts in university departments of education or psychology. They may also take research positions in projects conducted by universities or private foundations, enter research or administrative posts in local educational agencies, state departments of education, regional educational agencies, federally supported regional laboratories or in research development centers.

M.Ed. Degree in Educational Research, Measurement and Evaluation

A minimum of thirty semester hours and satisfactory performance on a comprehensive examination are required for the Master of Education degree. There is no thesis requirement for this degree. It will generally be possible for students who enter the program with only an undergraduate degree to complete the M.Ed. requirements in two semesters and a summer session of full-time study.

The core courses for this program are as follows:

- Ed 363—Introduction to Statistics
- Ed 364—Intermediate Statistics
- Ed 461—Pro-Seminar in Methods of Educational Research
- Ed 366—Introduction to Data Processing and Computers
- Ed 367—Introduction to Computer Programming

At least three of the following set of courses should be taken.

- Ed 365—Nonparametric Statistics
- Ed 462—Construction of Achievement Tests
- Ed 463—Construction of Attitudinal and Opinion Questionnaires
- Ed 464—Individual Intelligence Testing
- Ed 466—Curriculum Evaluation: Theory and Practice

A Department of Education requirement in Philosophy of Education must be met by taking one of the following courses:

- Ed 402—Modern Educational Thought
- Ed 403—Philosophy of Education
- Ed 404—Evolution of Educational Doctrine

A requirement in Educational Psychology must be met by taking one of the following courses:

- Ed 311—Educational Psychology
- Ed 414—Modern Psychology and Education

Ph.D. in Educational Research, Measurement and Evaluation

This program is designed to lead to the Ph.D. degree upon successful completion of the requirements. The program is designed to prepare researchers with specialized competence in the evaluation of educational innovations and in basic research in education. This special field is concerned with the application of research design and statistical methods in the making of measurements and the drawing of the inferences about education. The improvement of methods of collecting data in the analysis of data are particularly emphasized. Special training and experience is provided in the use of computers in statistical analysis and in model development. Knowledge of the FORTRAN computer language is gained by all students.

All students are expected to develop a basic understanding of modern techniques of test construction and evaluation, design of experiments, univariate and multivariate statistical analysis of data, and the development of mathematical and computer simulation models of educational processes.

Individual programs of study and experience are designed which take into consideration the student's needs, interests, career goals, and previous training and experience. Provisions are made for varying degrees of involvement in the offerings of the departments of psychology, sociology, economics, the Institute of Human Sciences and the divisions of educational administration, higher education, educational psychology, and special education as consistent with the background, interest, and specific goals of the individual student.

The Doctoral programs require a minimum of 48 semester hours beyond the Master's degree. Satisfactory performance on a comprehensive examination and on an oral defense of the dissertation are also required. While portions of the program may be taken on a part-time basis, a residency consisting of two successive semesters of 12 semester hour credits each is required.

In addition to the course required for the M.Ed. in Educational Research, Measurement and Evaluation, the following core courses will normally be included in each student's program:

- Ed 664—Design of Experiments
- Ed 666—Simulation Models in Behavioral Research
- Ed 667—Introduction to Multivariate Statistical Analysis
- Ed 668—Topics in Multivariate Statistical Analysis
- Ed 669—Psychometric Theory
- Ed 860—Survey Methods in Social and Educational Research

The individual student's course of study is designed in consultation with a three-person faculty committee. In general, the course of study will be adjusted to the student's special interests and career goals within the general framework of the program. An internship in Educational Research is usually included in a student's program. Generally an internship consists of a half-time assignment to a local school system or other agency involved in curriculum experimentation, change or evaluation. Supervision of the internship experience is provided by professors in the Division of Educational Research, Measurement and Evaluation.

A limited number of Fellowships, Teaching Fellowships, and Research Fellowships is available. These fellowship awards generally include full tuition; stipends of \$2,400 for the first year, \$2,600 for the second year, and \$2,800 for the third year of study. Twelve to 15 hours of relevant work is required of Teaching and Research Fellows.

Students may be admitted at both the post-Bachelor's and post-Master's levels. The undergraduate major need not be in education. Similarly, it is not necessary that the advanced graduate level applicants possess a Master's degree in Education; deficiencies in prerequisite areas are considered in planning individual programs.

Applicants are required to submit: (1) evidence of superior academic achievement, as indicated by graduate and/or undergraduate grade-point averages; (2) two letters of recommendation from former professors relative to the applicant's ability and potential; (3) scores on the aptitude tests of the Graduate Record Examination and the Miller Analogies Test; (4) a letter stating the applicant's reasons for desiring to pursue a Ph.D. degree in Educational Research. Where possible, a personal interview with Boston College Division of Educational Research, Measurement and Evaluation faculty is preferable to the letter. In addition, applicants should possess a high level of interest in quantitative analysis and a strong desire for a professional career in educational research.

Religious Education

The Master of Education Program in Religious Education is designed for all religious and lay persons who are or who will be: diocesan and parish directors of religious education, religious community supervisors and directors, adult education coordinators, campus ministers, and teachers of religion. Prerequisites: 24 semester hours in Philosophy and/or Theology and/or Religious Education.

Students enrolled at Boston College may take either of the two following sequences, or a combination of the two:

- (a) A four-summer, 30-credit series of Institutes, comprised of morning classroom lectures and discussions of Institute topics, plus afternoon small-group practica on varied elements of religious education. The program of morning lectures for the 1972 Institute for the Study of Religious Education will be as follows:

First Year Students

The Church and Modern Religious Education,

Richard McBrien

Current Moral Principles in Religious Education,

Richard McCormick, S.J.

Psychological Aspects in Religious Education,

John R. McCall, S.J.

Second Year Students

Christology: Approached Through Major Works of Literature,

Hamish Swanston

Current Developments in Ecclesiology,

Avery Dulles, S.J.

Christ and the Gospels in Modern Scholarship,

George MacRae, S.J.

Lecturers for the morning program in the 1973 Summer Institute will be Anthony Padovano, Gabriel Moran, and Thomas Clark, S.J. for third-year students.

Each of the four Summer Institute grants six credits, with the possibility of three extra credits by arrangement with the Director of the Program and the Dean of the Graduate School. Participants in the Summer Institutes may also continue their studies during the fall and spring semesters.

- (b) Students take a minimum of 18 credit hours in theology and a minimum of 12 credit hours in professional education courses. Courses taken are selected in consultation with the Director of the Program and advisors from the Departments of Education and Theology.

Students enrolled in institutions other than Boston College which are members of the Boston Theological Institute develop individualized programs in consultation with a faculty member from Boston College and a faculty member from the other institution; degrees, under this arrangement, are awarded by Boston College. In all cases the requirements in religious studies are developed in consultation with the advisor assigned by the institution of enrollment, and the requirements in professional education are developed in consultation with the advisor assigned by the Boston College Department of Education.

Before a Master's degree is awarded, the candidate must pass a comprehensive examination.

The attention of *all* students in the Religious Education Program is drawn to course offerings by the other six member schools of the Boston Theological Institute: Andover Newton Theological School, Boston University School of Theology, Episcopal Theological School, Harvard Divinity School, St. John's Seminary, Weston College School of Theology. Boston College is a founding and cooperating member of this consortium of theological faculties, and advanced students can enroll in courses in these other schools by cross-registration, except during the Summer Session (at Boston College).

Further information can be obtained from the Director of the Program in Religious Education, John R. McCall, S.J., Carney Hall, Room 469.

Higher Education

Boston College offers both the Ph.D. and D.Ed. degrees in higher education. The program attempts to serve the needs of professional workers and

graduate students who desire careers in higher education. The curriculum is designed to utilize a wide range of instructional resources at the university in order that the broadest curriculum can be offered to students. The program prepares students, professional and research workers at the doctoral level in the following areas: college and university administration, student personnel, community college.

A total of forty-eight hours is required for the doctoral degrees. At least twenty-four hours are selected from among the following courses:

- History and Theory of Higher Education
- Organization and Administration of Higher Education
- Student Personnel Programs in Higher Education
- College Personnel Policies and Practices
- Introduction to Community-Junior College I
- Introduction to Community-Junior College II
- College Teaching
- Issues in American Higher Education
- University Systems and International Dimensions in Education
- Seminar in Academic Administration
- Seminar in Curriculum in Higher Education
- Seminar in Institutional Research and Planning
- Seminar in Current Problems in Higher Education
- Colloquium: Student and Campus Cultures
- Colloquium: Community-Junior College
- Internship in University Administration
- Internship in Student Personnel
- Internship in Community-Junior College
- Reading and Research in Higher Education

The remaining hours may be selected, in consultation with a program advisor, from a variety of courses in other divisions or departments which are contributory to the program emphasis in higher education. These include courses and fields as:

Education: Sociology, Counseling, Information Processing, History and Philosophy.

Political Science: Metropolitan Area Problems, Public Administration.

Psychology: Community Analysis, Social Change, Social Psychology.

Sociology: Collective Behavior, Modern Sex Roles, Complex Organizations.

Management: Administration, Organization Theory.

Institute of Human Sciences: Urban Development, Policy.

Special Education and Rehabilitation

This division of the Department of Education offers graduate programs at the M.Ed., C.A.E.S. and doctoral levels.

Preparation of teachers of the handicapped is the major thrust of the masters degree programs. Included are the following:

1. The *Special Educator* program which prepares itinerant, resource room and special class teachers who can work with mentally retarded, emotionally disturbed, physically handicapped or learning disabled. This crosscategorical program also allows for some specialization as the need and interest of students dictates.

2. The *Visually Handicapped Teacher* program which prepares itinerant, resource room or special class teacher to work with children who are blind or partially seeing.

3. The *Deaf-Blind Specialist* program is a two year program in which students from accredited institutions of higher learning enroll at the end of their junior year and receive the B.A. at the end of the first year and M.Ed at the end of the second year. Graduate students may enroll but generally two years will be needed for them to complete the required sequence and earn the M.Ed. degree.

4. The *Peripatology* program prepares rehabilitation personnel to teach orientation and mobility to blind children and adults.

5. The *Rehabilitation Teacher* program is being planned to prepare teachers of the adult blind to work in rehabilitation centers or in the clients' own homes teaching activities of daily living.

The C.A.E.S. is a program for experienced practitioners seeking advanced graduate training but not interested in pursuing a doctoral program. This includes those seeking to be administrators or supervisors of special educational services, consultants to regular and special class teachers, or research assistants in programs concerned with handicapped persons.

The doctoral program includes the Ed.D. or Ph.D. and provides preparation for college teaching, administration or research in schools or agencies serving the handicapped. Programs are tailored to meet the individual needs of each student.

Students are provided observation and clinical experiences in the many schools and agencies with which the Division of Special Education and Rehabilitation is affiliated. This includes many public schools; many private schools, including Perkins School for the Blind, Connecticut Institute for the Blind (Oak Hill School), Overbrook School for the Blind and the Industrial School for Crippled Children; many state schools such as the Greene Blind Unit of the Fernald State School, Gaebler School of the Metropolitan State Hospital, and the Ohio State School for the Blind; and agencies such as the Developmental Evaluation Clinic of the Children's Hospital Medical Center, the New York Lighthouse, St. Paul's Rehabilitation Center and the Hebrew Rehabilitation Center. In addition observation and experiences are provided in the Division's own Campus School for Multihandicapped Children.

The Peripatology program is conducted with the cooperation and support of the Rehabilitation Services Administration of the U.S. Office of Health, Education and Welfare. R.S.A. traineeships which include full tuition plus monthly cost of living stipends are available. The Special Education programs receive partial support from the Division of Training Programs of the Bureau of Education of Handicapped Children (H.E.W.). Assistantships are available to students in the Special Educator, the Visually Handicapped Teacher and the Deaf-Blind Specialist programs.

For information write to Director of the Division of Special Education and Rehabilitation, McGuinn Hall B14, Boston College, Chestnut Hill, Massachusetts 02167.

Courses of Instruction

HISTORY AND PHILOSOPHY OF EDUCATION

Ed 402—Modern Educational Thought

(F; 3)

A survey of recent and current philosophies of education through the writings of representatives of the major positions.

F., 4:30-6:15

Pierre D. Lambert

Ed 403—Philosophy of Education

(S; 3)

A consideration of basic issues affecting the definition of aims and agencies with a view to the clarification of priorities in American elementary, secondary, and higher education.

Th., 4:30-6:15

Pierre D. Lambert

Ed 404—Evolution of Educational Doctrine

(F; 3)

An historical and philosophical study of the evolution of educational theory. (This course fulfills the philosophy of education requirement for all master's programs in education and may, therefore, be substituted for Ed. 402 or Ed. 403.)

W., 4:30-6:15

Edward J. Power

Ed 500—History of American Education I

(F; 3)

A culturally-centered inquiry into seventeenth, eighteenth, and nineteenth century elementary, secondary, and higher education in the United States.

M., 4:30-6:15

Pierre D. Lambert

Ed 602—History of Ancient and Medieval Education

(F; 3)

The history of educational theory and practice from Ancient Greece to the Renaissance.

Th., 4:30-6:15

Edward J. Power

Ed 603—History of Modern Education

(S; 3)

Main currents in the history of European education from the fifteenth through the nineteenth century.

W., 4:30-6:15

Edward J. Power

Ed 604—Seminar in Education Classics

(S; 3)

A reading and discussion course based on the prominent men and the great ideas in the history of educational thought.

M., 4:30-6:15

Edward J. Power

Ed 605—Comparative Education

(S; 3)

An analysis of contemporary systems of education considered in the cultural context in which they operate, with emphasis on the solutions given by various nations to universal educational problems.

F., 4:30-6:15

Pierre D. Lambert

Ed 706—Philosophy of American Education
(F; 3)

An advanced course concentrating on the educational theories of pragmatism and realism.

T., 4:30-6:15

Pierre D. Lambert

Ed 707—Contemporary Issues in Educational Theory
(S; 3)

A detailed study of the principal current debates in educational philosophy.

T., 4:30-6:15

Pierre D. Lambert

Ed 800—Projects in History and Philosophy of Education
(F, S; 3, 3)

Open only to advanced graduate students in history and philosophy of education.

By arrangement

Staff

EDUCATIONAL PSYCHOLOGY

Ed 311—Educational Psychology
(F; 3)

A study of development tendencies with emphasis upon the nature of intelligence and factors affecting the learning process.

M., 4:30-6:15

To be announced

Ed 315—Psychology of Adolescence
(S; 3)

The Psychology of Adolescence is an empirical and theoretical study of the adolescent personality through an analysis of developmental changes, behavioral characteristics, and the phenomena of psychic growth. Basic principles important to teaching adolescents will be emphasized.

M., 4:30-6:15

John S. Dacey

Ed 412—Abnormal Psychology
(S; 3)

Type of functional personality disorders with emphasis on diagnostic and dynamic aspects. Designed to give counselors and other school personnel basic information for recognition and understanding of mental disturbance. (Designed for those with little or no background in psychology.)

W., 4:30-6:15

William K. Kilpatrick

Ed 413—Social Psychology
(F; 3)

The principles of psychology applied to the individual in the social situation. Investigation of special topics of group and cultures, attitudes, group and crowd behavior, cooperation, leadership, social learning, and motivation.

By arrangement

To be announced

Ed 414—Modern Psychology and Education
(S; 3)

Prerequisite: undergraduate Educational Psychology.

An analysis of classical and modern theories of learning and their practical classroom implications.

Ed 414, 01 T., 4:30-6:15

To be announced

Ed 414, 02 Th., 4:30-6:15

John Travers

Ed 415—Information Systems for Instruction
(S; 3)

An introduction to instructional approaches and supporting activities which utilize advances in communication technology, systems analysis, information storage and retrieval, evaluation techniques, programmed instruction and computers. Students will be assigned to projects appropriate to their backgrounds and interests.

M., 4:30-6:15

To be announced

Ed 416—Child Psychology
(S; 3)

Child development is presented as a continuous, complex process involving the interaction of a biological organism with its physical, psychological and social environment. Normal developments, from conception to adolescence, is discussed within the framework of contemporary theories of child growth.

T., 4:30-6:15

John F. Travers

Ed 417—Theories of Personality
(F; 3)

A basic and intensive course on the contribution of theoretical, clinical, and experimental work to the understanding of character and personality, with emphasis on the psychodynamic frame of reference.

By arrangement

To be announced

Ed 910—Projects in Educational Psychology
(F, S)

Open to advanced graduate students only. Credits to be determined.
By arrangement

Staff

Ed 911—Cognitive Processes and Education
(F; 3)

Prerequisite: admission by consent of the Instructor.

An analysis of the theories and recent research on the development and function of cognitive processes, and their relationship to educational practice. The development of perceptual and intellectual systems, concept formation, information processing, planning behavior, the development of language, problem-solving, and creativity will be emphasized.

Offered 1973-1974

To be announced

Ed 912—Seminar in the Psychology of Learning
(F; 3)

Prerequisite: admission by consent of the Instructor.

An investigation of the learning process with particular emphasis upon the nature of learning (development of definitions of learning, types of learning, transfer, and the development of learning theory). Special attention will be given

to recent studies of concept formation, problem-solving, the impact of the emotions upon learning, and the neurological aspects of learning.

T., 4:30-6:15

To be announced

Ed 913—Seminar in the Psychology of Motivation

(F; 3)

Prerequisite: consent of Instructor.

A study of traditional theories (James, McDougall, Freud, Murray, Harlow, Maslow, Cronbach) and contemporary motivational systems (drive-reduction, self-stimulation, approach-withdrawal, arousal and reinforcement). Particular attention will be given to implications for classroom procedures.

Th., 4:30-6:15

John Travers

Ed 914—Theories of Instruction

(3)

Prerequisite: consent of Instructor.

A survey of the literature concerning theories of instruction, and an investigation of several prominent theories. These would include both philosophical and empirical studies, such as Bruner, Ryans, Flanders, and other contemporary theorists.

Offered 1973-1974

To be announced

Ed 916—Seminar in Child Psychology

(F; 3)

An examination of the developmental sequence with particular emphasis upon physical, intellectual, emotional, and social aspects. Special attention will be given to particular topics or theories that illustrate either phases of development or emphasize the interrelated nature of development (for example, heredity, language development, socialization).

W., 4:30-6:15

John F. Travers

CURRICULUM AND INSTRUCTION

Ed 321—Early Childhood: Curriculum, Materials and Teaching Strategies

(F; 3)

This course will be conducted as a seminar, a workshop and a practicum. The seminar will investigate curriculum content, the selection, organization and presentation of materials and activities, supervision or staff, record keeping, observation and evaluation of child behavior, and the roles of the teacher and the child's environment in early childhood education. The workshop will acquaint the student with current commercially produced materials for early childhood education and will provide opportunity for the student to develop a variety of materials and activities for fostering the cognitive, affective and language development of the child from infancy to primary grades. Emphasis will be on creative arts and flexibility of teaching strategies. The practicum will consist of observation and participation at a day care center or preschool and will serve as a basis for seminar discussion and workshop activities, and provide an opportunity to implement workshop activities.

T., 4:30-6:15

Eva A. Neumann

Ed 322—Children's Literature

(S; 3)

A survey of quality prose and poetry for developing effective instructional programs at the elementary school level.

M., 4:30-6:15

Joan Jones

Ed 323—Reading in the Secondary School
(S; 3)

Special emphasis is given to the principles, procedures and instructional materials used in teaching the fundamentals of reading at the junior and senior high level. Techniques for correcting specific reading difficulties are also examined.

T., 4:30-6:15

To be announced

Ed 324—Language Arts in the Elementary School
(S; 3)

Focus is on the place of the language arts in the total elementary school curriculum. Topics include the integration of listening, speaking, reading, and writing; research in language arts; innovations in the language curriculum; and materials for teaching language arts in the elementary school.

Th., 4:30-6:15

John F. Savage

Ed 325—Science in the Elementary School
(F; 3)

An individualized activity based program within which each student will be free to investigate and become familiar with a full spectrum of science materials and experiences for the elementary school. The course will be held in the Science Education Center where the student can take full advantage of science materials (both live and kit form) for the elementary classroom.

M., 5:00-7:00

George T. Ladd

Ed 326—Science in the Secondary School
(S; 3)

Current issues, trends and innovations in science education at the secondary level will be investigated and discussed.

M., 4:30-6:15

George T. Ladd

Ed 327—Urban Education: Bilingual-Bicultural Institute
(Summers; 3-6)

The institute is specifically designed to prepare teachers to work more effectively in a bilingual setting instructing children whose native language is other than English. The institute will take place in a six-week summer session. Each morning institute participants will teach in a Boston area bilingual program. Each afternoon participants will attend lectures and demonstration workshops on campus.

Director: Charles F. Smith, Jr.

Ed 420—Student Teaching, Elementary School
(S; 6)

This ten-week field experience consists of classroom observation and teaching in a nearby elementary school under the supervision of a Cooperating Teacher and the Department of Education of the Graduate School. Student teachers meet in seminar sessions with the department supervisor to guide and support their work in the classroom. This course is for candidates in Elementary Education, Plan A.

By arrangement

Raymond J. Martin

Ed 421—Introduction to Developmental Reading Instruction
(F; 3)

Topics to be explored are specific readiness, decoding-first emphasis programs and reading comprehension programs. Current reading research, meth-

odology, materials of instruction, and grouping patterns will also be considered. For students in Elementary Education Plan A.

W., 4:30-6:15

Frances Powell

Ed 422—Internship in Teaching
(F, S; 3)

A cooperative field experience under the supervision of the employing school system and the Department of Education. Intern teachers teach half the number of classes that comprises the assignment of a full-time teacher. For this work they receive one half of the Massachusetts minimum salary.

By arrangement

Edward B. Smith

Ed 423—Urban Educational: Crucial Issues I
(F; 3)

Exploration of various aspects of teaching in the inner-city schools: problems confronting the teacher; effects of economic, cultural, and ethnic differences on the development of the student; attitudes of the teacher toward teaching in urban area schools.

M., 4:30-6:15

Charles F. Smith, Jr.

Ed 424—Introduction to Educational Technology
(F, S; 3)

This course will consist of a brief review of the factors determining the need for technology in the classroom; a demonstration of the typical audiovisual equipment used in the classroom and analysis of how they can be integrated into the curriculum; practice in the operation of audiovisual equipment and production of materials. Field trips will play an integral part in the study of computer-assisted instruction, educational technology in a non-graded school, commercial development of curriculum materials. Enrollment will be limited to 30 students.

W., 4:30-6:15

Fred John Pula

Ed 425—Frontiers of Education
(F; 3)

Focus is on inquiry into current experimentation, trends and established innovations in elementary school organization, teaching and learning. Emphasis is on critical analysis and implementation.

T., 4:30-6:15

Katharine C. Cotter

Ed 426—Techniques of Teaching in the Secondary School
(F; 3)

The study of instructional materials: curriculum guides, texts, new projects; of teaching methods: motivation, classroom management, questioning, testing. The purpose of large group instruction, small group, and independent study will be considered as well as techniques for each. Students will prepare both unit and daily lesson plans and teach a lesson. Teaching principles are studied in class with further study and application by students in their own teaching fields stressed. A major portion of class time is spent in small groups using special methods texts appropriate for the different disciplines.

Th., 4:30-6:15

To be announced

Ed 427—Student Teaching: Early Childhood
(S; 6)

This practicum consists of a full semester of supervised teaching. Half of the practicum will be at the preschool level and the other half at the primary

grade level. Throughout the semester, individual conferences will be held with the early childhood coordinator to discuss the teaching experience. Video-taping also may be used to permit in-depth critical analysis of teaching strategies by the student and the coordinator.

By arrangement

Raymond J. Martin

Ed 428—Student Teaching: Secondary School
(S; 6)

This ten-week field experience of classroom observation and teaching in a nearby secondary school under the supervision of a Cooperating Teacher and the Department of Education of the Graduate School. Student teachers meet in seminar sessions with the department supervisor to guide and support their work in the classroom. This course is for candidates in MAT-MST Plan B.

By arrangement

Raymond J. Martin

Ed 429—Student Teaching: Urban Education
(F, S; 6)

A ten-week field experience in observation and student teaching in inner-city schools under the guidance of a Cooperating Teacher and college supervisor. For majors in Urban Education.

By arrangement

Raymond J. Martin

Ed 520—Modern Mathematics in the Elementary School
(F; 3)

Development of some of the central unifying concepts in mathematics—investigation of the mathematical systems of natural numbers, integers, rational numbers, real numbers, sets, computer-oriented mathematics, elements of algebra, geometry, analytic geometry. Survey of pertinent literature found in current professional periodicals and publications. Major emphasis will be on content.

M., 4:30-6:15

Ellen N. Donahue

Ed 521—Developmental Reading Instruction
(F; 3)

Designed for experienced teachers who have had an undergraduate course in teaching reading. This course involves examination of research, innovative practices, techniques and materials for teaching reading in the elementary school.

M., 4:30-6:15

John F. Savage

Ed 522—Social Studies in the Elementary School
(S; 3)

A survey and critical analysis of current programs, materials and teaching-learning strategies with emphasis on practical implementation.

T., 4:30-6:15

Katharine Cotter

Ed 523—Urban Education: Crucial Issues II
(S; 3)

Prerequisite: consent of Instructor.

The major purpose of this course is to consolidate the principles developed in Crucial Issues I by focusing them on a particular problem area of significance to inner-city children.

M., 4:30-6:15

Charles F. Smith, Jr.

Ed 524—Selection, Evaluation and Utilization of Instructional Materials
(S; 3)

A course that combines several general activities with a comprehensive analysis of audiovisual materials. One is concerned with sources of audiovisual materials—from free and inexpensive to the more sophisticated and costly productions; another is the development of criteria for determining the proper choice of materials for specific learnings with specific students, another is the development of evaluative techniques for gauging the effectiveness of instructional materials. Consideration will be given to recommended techniques for the utilization of materials in the classroom. Student projects will include development of units and lessons with heavy emphasis on media; student demonstrations will be videotaped to offer the individual student the benefits of self-analysis

M., 4:30-6:15

Thomas A. Morse

Ed 526—Seminar in Early Childhood Education
(S; 3)

The purpose of this seminar is to explore current issues and practices in early childhood education, in the United States and other countries. Class discussion will be expanded by visits to a variety of centers for young children and by guest lecturers involved with early childhood education in the Boston area. Emphasis will be placed on independent in-depth study of a major issue or educational practice.

W., 4:30-6:15

Eva A. Neumann

Ed 527—The Parent, the Teacher and the Child
(S; 3)

The purpose of this seminar is to explore the developmental needs and goals of the young child and the interacting influences of the parent and the teacher in the child's total development. Possible questions to be considered include: What are the influences of the mother, the father and the home environment on the development of the young child? With what materials and activities can parents maximize the development of their child from infancy to school age? What is the role of the teacher—educator, model, nurturant figure? What is the specific role and responsibility of the school and the home in fostering development of the child? Why, and to what extent should there be parental involvement in educational centers for young children? Consideration of these questions also will provide the student with opportunity to reconsider her theoretical and practical graduate experience and to clarify her own philosophy and practices as a teacher of young children.

W., 7:00-8:45 p.m.

Eva A. Neumann

Ed 528—Elementary Teaching for the 70's
(F; 3)

This course provides for the analysis, development and application of teaching strategies, models and materials based upon current theories of learning and instruction. Opportunities are provided for exploring and creating innovative teaching ideas at the center for Innovative Teaching and Learning in the school of Education. *The course is for Plan A students only.*

M., 1:00-3:00

Joan Jones

Ed 620—Seminar in Secondary Education
(F; 3)

A review and discussion of significant crises facing American secondary schools as they relate to curriculum and instruction. Individual and group inquiry

will be conducted on selected topics and presented for discussion.

W., 4:30-6:15

To be announced

Ed 621—Diagnostic and Remedial Techniques in Reading

(S; 3)

Prerequisite: Ed 421.

An advanced course for experienced teachers, it is designed to give the classroom teacher, reading supervisor, or special reading teacher skill in diagnosing and removing reading deficiencies.

Th., 4:30-6:15

Frances Powell

Ed 622—Seminar in Elementary Education

(S; 3)

In-depth investigation of student-centered problems concerning the elementary curriculum through the use of a variety of resources and activities.

W., 4:30-6:15

Katharine C. Cotter

Ed 623—Urban Education: Programs, Methods and Materials

(S; 3)

Educational methods and curriculum development for the inner-city child at different maturational levels: organization and planning of instructional activities; selection and preparation of materials; use of resources; selection of equipment; records and reports.

T., 4:30-6:15

Kenneth Washington

Ed 624—Production of Instructional Materials

(F; 3)

An intensive workshop analysis of basic principles of design and use of graphics. Demonstration and use of equipment for producing varied instructional materials including mounted still pictures, overhead transparencies, slides, filmstrips, 8mm and 16mm films; slide-tape presentations, bulletin board displays and feltboard applications. Students will demonstrate ability to utilize basic equipment and methods for the creation of instructional materials. Individual student projects in film-making and transparency-making will be required.

T., 4:30-6:15

Fred John Pula

Ed 625—Organization and Administration of the Media Center

(S; 3)

Includes classifying assigning subject headings and cataloging printed library materials and non-print instructional materials; making author, title and subject cards, as well as analytics and other added entries; purchase of library cards. Designed to teach the place and purpose of media center (library) in the school, its objectives and organization. Includes study of media standards, costs of starting and maintaining a media center; use care, repair and circulation of all materials; the training of student assistants.

T., 4:30-6:15

Glen Cook

Ed 626—Seminar in the Psychology of the Young Child

(F; 3)

This seminar will explore current theory and research on the cognitive and affective development of the young child with the aim of deriving consequent implications for curriculum and teaching strategies for early childhood education. Emphasis will be placed on independent study.

W., 4:30-6:15

Eva A. Neumann

Ed 627—Linguistics for Teachers
(F; 3)

An introduction to linguistics and its application to the analysis of modern American English. The content focuses specifically on ways in which linguistic theory influences curriculum and instructional practices and materials in language arts programs.

Offered 1973-1974

John F. Savage

Ed 720—Curriculum Development for the Elementary/Middle Years
(F; 3)

An examination of theories, models and procedures for curriculum evaluation and development; participation in the process of program development according to each student's needs and interests, K-12.

W., 4:30-6:15

Katharine C. Cotter

Ed 721—Curriculum Development in Secondary Education
(S; 3)

A study of the purposes and the planning of the curriculum: establishing educational goals for the total school and individual subjects; selecting and organizing learning experiences; the curriculum making process: who does what, when, research activities, evaluation. Examination of new patterns of curriculum organization such as the application of insight from team teaching, from individually prescribed instruction; of basic methodology; meaningful reception learning (Ausubel) and guided discovery (Bruner).

M., 4:30-6:15

To be announced

Ed 722—Research in Reading
(F; 3)

Prerequisite: consent of Instructor.

This course is designed for prospective reading specialists. Representative experimental, correlational, and clinic studies will be analyzed in terms of their design, statistical tests employed and the relationship between specific findings and general conclusions.

T., 4:30-6:15

Frances Powell

Ed 723—Urban Education: Inner-City Practicum
(F, S; 3)

Prerequisite: consent of Program Coordinator.

The specific nature of the practicum depends upon the background, the experiences and the professional goals of the candidate. The specific practicum will be determined by the candidate and his advisor. The practicum includes both a close working relationship with a faculty member (who is himself engaged with inner city residents), schools, and/or institutions.

By arrangement

Charles F. Smith, Jr.

Ed 724—Media Specialist Practicum
(F, S; 3)

An intensive study of the functioning of a media center. Students will be assigned to media centers in local school systems and will work on specific problems under the supervision of the coordinators of the Media Specialist Program and the local media center.

By arrangement

Fred John Pula

Ed 725—Internship in Science Education
(F, S; 3)

A specialized program designed for doctoral candidates with an emphasis on science education. Direct involvement will be provided in one or more of the following: undergraduate methods courses, supervision of student teachers, research and development, consultation and in-service education. The program affords practical experience in the area in which each candidate anticipates involvement upon completion of the degree.

By arrangement

George T. Ladd

Ed 726—Practicum in Social Studies Curriculum
(S; 3)

Offers in-depth analysis and evaluation of existing curriculum and guidance in revision or in new construction. Individual or group efforts may be directed toward specific limited aspects of programming or toward a total social studies curriculum, K-12.

T., 4:30-6:15

Katharine C. Cotter

Ed 727—Seminar in Science Education
(S; 3)

This seminar is restricted to advanced master's, C.A.E.S. and doctoral candidates with an emphasis in their programs on science education. The implications of research and problems and issues in science teaching K-12 will be investigated.

W., 4:30-6:15

George T. Ladd

Ed 728—Seminar and Practicum in Remedial Reading
(Summers: 6)

Prerequisite: approval of Director.

An intensive clinical study and practice of techniques for diagnosing and treating reading deficiencies in elementary school children. Students engage in supervised tutoring in a reading laboratory setting.

Daily

John F. Savage

Ed 820—Projects in Curriculum and Instruction
(F, S; 3)

Prerequisite: consent of Program Coordinator.

Opportunity will be provided for competent students to engage in action research and curriculum construction projects directly related to classroom and school-community needs. Direction includes field observation and consultation by a faculty advisor.

By arrangement

Staff

Ed 820.02—Projects in Curriculum and Instruction
(F, S; 2)

Prerequisite: consent of Program Coordinator.

Opportunity will be provided for competent students to engage in action research and curriculum construction project directly related to classroom and school-community needs. Direction includes field observation and consultation by a faculty advisor.

By arrangement

Staff

COUNSELOR EDUCATION AND COUNSELING PSYCHOLOGY

Ed 440—Principles and Techniques of Guidance

(F; 3)

The principles, philosophy, practices and tools employed in organized guidance programs. A basic professional course for future workers in the field of guidance and personnel, as well as a survey for teachers and administrators accompanied by brief laboratory experience in phases of guidance. Open only to students enrolled for a degree.

W., 4:30-6:15

William C. Cottle

Ed 441—Organization and Administration of Guidance and Personnel Services

(S; 3)

Starting, organizing, administering and evaluating guidance services at various educational levels. Emphasis on philosophical framework for action, and an understanding of human relations problems in administration.

M., 4:30-6:15

Kathleen Murphy, O.P.

Ed 442—Identification and Prevention in Elementary School Guidance

(F; 3)

Consideration of the psychological, sociological and educational deficiencies contributing to pupil problems in the elementary school and how the elementary school guidance worker and the teacher identify them for preventive work or referral. Laboratory experience in diagnosing remedial needs of children.

T., 4:30-6:15

Kathleen Murphy, O.P.

Ed 443—Counseling and Group Processes in the Elementary School

(S; 3)

A study of counseling and supporting group processes as they apply to the role of the elementary school guidance worker. Theory and practice for the guidance worker in establishing relationships with students, teachers and parents. Laboratory experience in group work with children or parents.

T., 4:30-6:15

Kathleen Murphy, O.P.

Ed 444—Counseling in Non-school Settings

Counseling processes modified by demands of varied non-school settings (Employment Service, Rehabilitation, Community agencies), problems of supervising counseling support personnel, developing outreach programs. This course should not be counted toward school counselor certification. Laboratory experience in selected counseling processes.

Not offered 1972-1973

Ed 445—Clinical Child Guidance

(S; 3)

Application of psychological data and methods to clinical problems of childhood. Emphasis is placed on school related problems such as emotional correlates to learning and behavior. Evaluation of modern clinical procedures in diagnosis and counseling is reviewed. Laboratory practice in interviewing parents and children.

M., 4:30-6:15

Francis J. Kelly

Ed 446—The Counseling Process

(F, S; 3)

Prerequisite: Ed 440 or its equivalent.

The nature of the counseling process. Theories, schools, and techniques of counseling. Techniques of interviewing. Common and special counseling

problems at various school levels. Laboratory experience in interviewing.

T., 4:30-6:15

James Moynihan, S.J.

Ed 448—Career Development and Placement: Elementary School Through College
(F; 3)

Evaluation, classification and use of educational and occupational literature for career development purposes in counseling and teaching from the elementary school through college. Introduction to the sociology and psychology of careers, techniques of placement and personnel work in school and non-school settings. Laboratory experience in ordering and filing vocational and educational information.

M., 4:30-6:15

Kathleen Murphy, O.P.

Ed 465—Group Psychological Tests
(F; 3)

This course covers theory and laboratory practice with most of the group psychological tests used in a program of guidance services.

Th., 4:30-6:15

William C. Cottle

Ed 542—Principles of Behavioral Counseling
(S; 3)

Theory and application of behavior modification processes to needs of individuals in counseling and educational settings.

W., 4:30-6:15

Albert Jurgela

Ed 543—Case Studies—Diagnostics: Childhood

Prerequisite: Ed 440 and either Ed 443 or Ed 444 or Ed 446.

An intensive study of case methods, recording of data and the interview. Practice in diagnosis and interviewing under supervision.
Not offered 1972-1973

Ed 544—Case Studies—Diagnosis: Adolescence

Prerequisite: Ed 440 and Ed 443 or Ed 444 or Ed 446.

An intensive study of case methods, recording of data and the interview. Practice in diagnosis and interviewing under supervision.
Not offered 1972-1973

Ed 545—Seminar in Communication in Counseling
(S; 3)

A seminar devoted to verbal and non-verbal aspects of communication in the interview and in groups accompanied by intensive laboratory experience in conducting and analyzing experiments in communication.

W., 4:30-6:15

William C. Cottle

Ed 547—Personality Development and Mental Health of the Child
(F; 3)

The psychodynamics of personality development in the normal child will be reviewed as background for a consideration of the social, psychological, and familial characteristics of the urban poor. Emphasis is placed on the motivational structure and value system of the disadvantaged child and their implications for counselors and teachers in the urban schools. Laboratory experience in observation, application of principles to corrective or preventive needs of elementary school children.

Th., 4:30-6:15

Francis J. Kelly

Ed 549—Abnormal Psychology for Counselors
(S; 3)

Prerequisite: consent of James F. Moynihan, S.J.

Types of functional personality disorders with emphasis on diagnostic and dynamic aspects. Designed to give counselors and other school personnel basic information for recognition and understanding of mental disturbances. For people with an extensive background in psychology such as counseling majors or psychology majors. Laboratory experience in observation in mental health settings.

Th., 4:30-6:15

James F. Moynihan, S.J.

Ed 640—Counseling and Therapy in Groups
(F, S; 3)

Prerequisite: consent of Professor William C. Cottle.

A consideration of the principles and techniques of group counseling and therapy involving an analysis of current concepts and procedures of various approaches to group dynamics. Taught as a practicum.

Ed 640, 01—W., 7:00-8:45 p.m.

Bernard O'Brien

Ed 640, 02—Th., 7:00-8:45 p.m.

Kathleen Murphy, O.P.

Ed 641—Behavior Disorders in Childhood and Adolescence
(F; 3)

An examination of the causes, management and treatment of overt behavioral or acting out disorders in childhood and adolescence. Emphasis is placed on the schools and juvenile delinquency and specific behaviors such as hyperaggressiveness, truancy, drug and alcohol abuse and delinquency treatment and control. Field visits and observation in selected community youth agencies.

F., 4:30-6:15

Francis J. Kelly

Ed 642—Introduction to Play Therapy

Theoretical approach to play therapy as a treatment process with elementary or pre-school children. Limited laboratory or pre-practicum experience. Not offered 1972-1973

Ed 644—Dynamic Psychology of Individual Behavior for Counselors
(F; 3)

The driving forces of human nature. Emphasis on the counseling and clinical implications of the affective and cognitive dynamics, needs, emotions, attitudes, values, and their relation to personality and character development and integration. Laboratory experience in developing a psychohistory.

W., 4:30-6:15

James Moynihan, S.J.

Ed 645—Trait-Factor-Self Theory

A study of theory and methods of assessing and integrating data concerning the individual's aptitudes, abilities, and self-concept. Psychological areas such as learning theory, personality theory and motivation are synthesized to promote articulation of a professional frame of reference for the counseling psychologist. Term project: synthesis and documentation of sources of each counselor's personal frame of reference for counseling.

Offered 1973-1974

Ed 646—Beginning Counseling Practicum
(F, S; 3)

Prerequisite: consent of Professor William C. Cottle.

Fall,	Ed 646, 01—M.,	4:30-6:15	George Lawlor, S.J.
	Ed 646, 02—T.,	4:30-6:15	Alice Jeghelian
	Ed 646, 03—W.,	4:30-6:15	Albert Jurgela
	Ed 646, 04—Th.,	4:30-6:15	Bernard O'Brien
Spring,	Ed 646, 01—M.,	4:30-6:15	To be announced
	Ed 646, 02—W.,	4:30-6:15	To be announced
	Ed 646, 03—Th.,	4:30-6:15	Bernard O'Brien
	Ed 646, 04—F.,	4:30-6:15	Alice Jeghelian

Ed 647—Practicum in Child Guidance
(F, S; 3)

Prerequisite: consent of Professor William C. Cottle.

A practicum at the elementary school level for candidates who have completed course work for the master's degree.

Fall, M.,	4:30-6:15	Francis J. Kelly
Spring, Th.,	4:30-6:15	Francis J. Kelly

Ed 649—Practicum in Play Therapy

Application of principles of play therapy under supervision in actual work with young children.

Not offered 1972-1973

Ed 665—Interest and Personality Inventories—Theory and Practice
(S; 3)

A review of theories of personality and interest measurement in guidance and counseling. Intensive study of the construction, purpose, and interpretation of the most commonly used structured personality and interest inventories. Laboratory experience in use and interpretation of selected inventories.

F., 4:30-6:15	William C. Cottle
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Ed 840—Individual Psychological Testing—Theories

Examination of theories of individual psychological testing with a number of the most commonly used instruments. Limited laboratory experience.

Not offered 1972-1973

Ed 841—Seminar in Evaluation in Counseling
(S; 3)

Prerequisites: Ed 440, Ed 441 and Ed 465

Consideration of principles of evaluation and measurement as applied to special problems in guidance and counseling psychology. Research and reports on selected problems.

Th., 4:30-6:15	Kenneth Wegner
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Ed 842—Seminar in Counseling Theory and Research
(F; 3)

An examination of current hypotheses and theories in guidance and counseling psychology to assist the advanced graduate student to evaluate them toward inclusion in his developing frame of reference. Research and reports on selected problems.

T., 4:30-6:15	Bernard O'Brien
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Ed 843—Seminar in Vocational Development

A study of the relation of career development to general development and life choices. Intensive review and discussion of theory and research in career development. Optional participation in current research.
Offered 1973-1974

Ed 844—Seminar in Counseling Supervision

Prerequisite: consent of Professor William C. Cottle in advance.

Methods and techniques of supervising counselor trainees in counseling practicum, internship, or in-service training programs. Supervision and training of counseling support personnel. Designed for the advanced graduate student who is planning to become a counselor supervisor or counselor educator.
Offered 1973-1974

Ed 845—Seminar in Pupil Personnel Services Below the College Level

Problems in organizing and administering pupil personnel services in grades K-12. Designed for the advanced graduate student planning to become a director of guidance or school administrator.
Offered 1973-1974

Ed 846—Advanced Counseling Practicum (F, S; 3)

Prerequisite: consent of Professor William C. Cottle.

Work under supervision with clients needing counseling for any of the reasons usually occurring in an ordinary high school or college guidance and counseling program.

Fall,	Ed 846, 01—M.,	4:30-6:15	To be announced
	Ed 846, 02—W.,	4:30-6:15	To be announced
Spring,	Ed 846, 01—M.,	4:30-6:15	Kenneth W. Wegner
	Ed 846, 02—T.,	4:30-6:15	Bernard O' Brien
	Ed 846, 03—F.,	4:30-6:15	Francis J. Kelly

Ed 849—Supervised Field Work in Counseling Psychology (S; 3)

Prerequisite: Ed 846 and consent of Professor Wegner.

One hundred and fifty clock hours of psychodiagnostic and interviewing experience, under immediate supervision, with clients in an approved counseling or clinical setting. Opportunity is provided for participation also in group counseling and therapeutic sessions and in staff conferences.

W., 4:30-6:15 Kenneth Wegner

ADMINISTRATION AND SUPERVISION

Ed 350—Professional and Legal Problems of Beginning Teachers (S; 3)

A course designed to acquaint beginning teachers with the organizational and operational aspects of American public education and with teachers' professional and legal responsibilities.
T., Th., 3:00-4:15 Stephen Roach

Ed 351—Problems and Issues in the Administration of Public Schools (S; 3)

A course designed for School of Education seniors and experienced teachers not majoring in educational administration and supervision. Discussions

will focus on educational policy development; organizing for learning; educational leadership; the changing roles of school personnel.

W., 4:00-6:00

Vincent C. Nuccio

Ed 450—Introduction to Educational Administration

(F; 3)

The first course for students majoring in administration and supervision. Will consider the role of administrative personnel in the school; the process of administration with its implications for leadership behavior and policy formation; current issues related to organization and administration.

W., 4:30-6:15

Vincent C. Nuccio

Ed 451—Personnel Administration

(S; 3)

Problems of recruiting, selecting, developing and evaluating personnel are treated within the framework of the school as a social system. Emphasis is on the interrelationships of administrators, teachers and students.

W., 4:30-6:15

Edward J. Norton, S.V.D.

Ed 452—Introduction to Educational Finance and School Business Management

(F; 3)

Will include (1) a study of the application of basic economic analysis to the problems and issues of school finance including federal-state-local relationships, and (2) an overview of the problems relating to business management of the educational enterprise.

Th., 4:30-6:15

John B. Chaffee

Ed 453—The Elementary School Principalship

(S; 3)

This course will deal with the varied aspects of elementary education as they relate to the duties and responsibilities of the elementary school principal. Recent developments in elementary school organization, curriculum, instructional techniques and supervision will be critically examined in reference to the chief responsibility of the elementary principal—instructional leadership. The concept of the elementary principal as an educational statesman will be developed.

F., 4:30-6:15

Donald T. Donley

Ed 454—The Emergent Middle School

(S; 3)

This course examines the rationale for the middle-school movement, the needs of the pre and early adolescent, the needs of the middle-school teacher, and the needs of the community. It presents a number of different organizational models and views their strengths and weaknesses.

W., 4:30-6:15

William M. Griffin

Ed 455—The Middle and High School Principalship

(F; 3)

Will deal with current administrative principles and practices essential to effective school organization and management. Students study the interaction of the four major sets of sub-systems: curriculum development, personnel development, organizational, and instructional. Considerable attention is given to scheduling, differentiated staffing, plant operations, student activities, and school-community interaction. Problems related to the "middle management" role of the principal are examined both theoretically and operationally.

M., 4:30-6:15

William M. Griffin

Ed 456—Legal Aspects of Educational Administration I
(F; 3)

A survey of current legal concepts concerning the rights, duties, and liabilities of school personnel in relation to their employing educational agency, their colleagues, pupils and parents, and the general public. The major focus is on a) The legal status of the classroom teacher and school principal; b) Case studies in educational law.

An introductory course designed for teachers, supervisors, and practicing or prospective administrators.

T., 4:30-6:15

Stephen F. Roach

Ed 457—Administration of Curriculum: Theory and Practice
(S; 3)

Presentation of a variety of frameworks for the development and management of the total school curriculum. Emphasis is on the formulations of the Tyler Rationale for curriculum construction. Basic product of the course is a report describing in detail the development by the student of a curriculum for a specified, agreed upon area following principles outlined in the course.

Th., 4:30-6:15

Edward J. Norton, S.V.D.

Ed 458—Education and the Political Process
(F; 3)

A detailed consideration of the thesis that present-day elementary and secondary education constitute a social institution of major proportion in today's society; hence educational administrators, if they are to achieve maximum effectiveness, must be cognizant of and responsive to our present-day political environment. Case studies will be used to illustrate the political implications of specific decisions relating to educational operations.

Th., 4:30-6:15

Stephen F. Roach

Ed 459—Supervision I
(F; 3)

This course is designed for persons preparing for or currently in supervisory positions such as principals, supervisors, heads of departments, and team leaders. It deals primarily with instructional supervision at the classroom level. Variables related to an instructional act are identified and evaluation procedures developed. The course depicts modern trends in supervision and students get practice in new techniques such as microteaching which aim to improve the instructional setting.

F., 4:30-6:15

William M. Griffin

Ed 753—Federal Funding and Local School Operation
(Summers; 3)

The purpose of this course is to examine sources of federal and state funds available to educational institutions, public and private, as well as the issues raised by the implications of funding, such as: the shortage of qualified staff to implement new programs, local autonomy vs. categorical aid, general aid vs. categorical aid with respect to innovation and/or improvement in educational opportunities. Topics will vary to include a study of most recent legislation and issues resulting therefrom. Students will have opportunities to acquaint themselves thoroughly with guidelines through the writing of individual proposals requesting grants.

To be announced

Ed 755—Educational Leadership
(S; 3)

Presentation of trait-, group-, and situation-theories of leadership. Exploration of the relationship of the above to social theories of action and human relations, with emphasis on the role of leader in the educational enterprise. Development of an outline of a leadership training program for the student of administration.

T., 4:30-6:15

Edward J. Norton, S.V.D.

Ed 758—The Law and Non-Public Education
(S; 3)

A survey of current legal concepts concerning the operation of church-related and private educational institutions in such areas as organizational structure, contractual obligations, tort liability, etc. Extensive discussion of the administrative implications of significant state and federal court decisions.

T., 4:30-6:15

Stephen F. Roach

Ed 759—Massachusetts Education Law
(S; 3)

A detailed examination of the current law relating to education in the Commonwealth. Will consider the applicable general and special laws, significant state and federal court decisions, and opinions of the state Attorneys General.

M., 4:30-6:15

Stephen F. Roach

Ed 851—Administrative Case Studies
(F; 3)

Prerequisite: prior approval of Instructor.

Case materials from actual situations in school systems will form the basis for discussion. Will emphasize the decision-making function of the administrator.

Th., 4:30-6:15

Donald T. Donley

Ed 852—Administrative Communication
(F; 3)

Presentation of introductory materials on mathematical, social-psychological, and linguistic-anthropological theories of communication with a view to the syntactic, semantic, and pragmatic dimensions of each. Treats sender-receiver appraisal, coding, distortion, channels, network, gatekeeping and feedback. Derived from the above, a synthesis of the communication process as a fundamental tool of the school administrator at any level.

W., 4:30-6:15

Edward J. Norton, S.V.D.

Ed 853—Seminar in Financing and Business Managing of Schools
(S; 3)

Prerequisite: Ed 452.

This seminar will consider in depth the major current sources of school financial aid: local, state and federal. Special emphasis on the evaluation of the current state aid and federal programs. Will focus on and observe at first-hand sound business management practices operative in selected school systems. Each student will complete a significant field study in one area of school business management.

T., 4:30-6:15

John B. Chaffee

Ed 855—Administrative Behavior
(S; 3)

Will study the feasibility of administrative theories for the practitioner and offer opportunities for the practitioner to develop his own administrative theory. All administrative behavior is examined against major administrative theoretical frameworks.

W., 4:30-6:15

Donald T. Donley

Ed 856—The School as a Community Institution
(F; 3)

Presentation of school as a sub-system within society, pointing up the political, economic, social, value, and cultural forces affecting local school systems. Investigation of various types of response by school systems with emphasis on the community-school notion.

M., 4:30-6:15

Edward J. Norton, S.V.D.

Ed 857—School Plant Planning and Operation
(F; 3)

Will consider criteria for adequate school plants; building operation and management; the relation between the educational program and the related school facilities; site selection and development; building layout; financial problems. Special emphasis on the evaluation of existing school plants. Visits to new school buildings of special interest.

M., 4:30-6:15

Donald T. Donley

Ed 859—Projects in Administration and Supervision
(F, S; 3)

Under the direction of a faculty member, who serves as Project Director, each student develops and carries to completion a significant field-type study in some area of administration and/or supervision. Open to advanced graduate students only.

By arrangement

Staff

Ed 951—Pre Internship in Educational Administration
(Summers; 6)

The pre-internship program is offered each summer for a period of six weeks concurrent with the Boston College Summer Session. It is required for doctoral-level students who have been accepted into an internship (Ed 958) for the academic year. The experiences are designed to allow the intern to develop competencies which he will need to begin the internship work in the fall.

To be announced

Ed 952—Seminar in Problems of School Administration
(F, S; 3)

Guided study and discussion of significant problems confronting the school administrator of today. Individual and group projects require extensive reading in current professional literature as well as considerable time in field visitations. This seminar is reserved for doctoral students in full-time residence.

F., 9:00-11:00 a.m.

William M. Griffin

Ed 953—Supervision II
(S; 3)

A course designed for administrators interested in knowing how to assess needs for change and how to stimulate the public, the policy-making

board, and the staff to plan and effect these changes. Feed-back systems appropriate to various administrative levels are studied and simulated.

M., 4:30-6:15

William M. Griffin

Ed 954—Administration of the Local School System

(F; 3)

Prerequisite: prior approval of Instructor.

Will consider the duties and problems of the local administrator in the areas of the instructional program; staff personnel management; pupil administration; school plant utilization; school business affairs; school-community relations; and the appraisal of school system operations.

W., 4:30-6:15

Stephen F. Roach

Ed 956—Legal Aspects of Educational Administration II

(S; 3)

Prerequisite: Ed 456 or equivalent.

A survey of current legal concepts concerning the rights, duties and liabilities of school administrators in such areas as contracts, the management of school funds and property, staff and pupil personnel administration, tort liability of educational agencies and employees, etc. The major focus is on policy-making decisions made at the superintendent and/or building principal level.

An advanced course—to follow Ed 456—for building principals, superintendents, and central office personnel.

T., 4:30-6:15

Stephen F. Roach

Ed 958—Internship in Educational Administration

(F, S; 3)

Doctoral level students will have a clinical type experience in an administrative role in an urban or suburban school system or other appropriate educational organization, or, in contracted services in the Center for Field Research and School Services. The intern will be in an operational decision-making capacity under the direct supervision of an experienced school administrator or project leader, and will (1) submit a role proposal, progress reports, and a summary report, (2) be responsible for reading a prepared list of references, and (3) participate in a weekly on-campus seminar in problems encountered.

By arrangement

Staff

EDUCATIONAL RESEARCH, MEASUREMENT AND EVALUATION

Ed 363—Introduction to Statistics

(F; 3)

Prerequisite: satisfactory performance on an elementary mathematics examination.

An introduction to elementary statistics in education and behavioral research. Topics include methods of data summarization and presentation, measures of central tendency and variability, correlation and linear regression, the normal distribution and probability, and an introduction to interval estimation, hypothesis testing and the t-test.

W., 4:30-6:15

Ernest A. Rakow

Ed 364—Intermediate Statistics

(S; 3)

Prerequisite: Ed 363—Introduction to Statistics.

Procedures of inferential statistics and testing of hypotheses for metric data. An introduction to analysis of variance and multiple regression.

W., 4:30-6:15

Ernest A. Rakow

Ed 365—Nonparametric Statistics
(S; 3)

Prerequisite: Ed 363—Introduction to Statistics or equivalent.

Procedures of inferential statistics and testing of hypotheses which do not involve specifications of conditions about population parameters. These techniques are appropriate for nominal and ordinal data. Topics include chi-square, Cochran Q test, Kolomogorov-Smirnov test, Wilcoxon signed ranks test, Mann-Whitney U test, Kruskal-Wallace analysis of variance for ordinal measurement, contingency coefficient and rank correlation coefficient. Some students may take this course rather than Ed 364 (Intermediate Statistics) and others in addition to it.

T., 4:30-6:15

Ernest A. Rakow

Ed 366—Introduction to Data Processing and Computers
(F; 1)

This *one credit* course meets twice a week and has one lab period per week for the *first three weeks of the semester*. This course can be taken in conjunction with Ed 367 which starts meeting in the fourth week of the semester, or can be taken alone by those who do not wish to study intensively the FORTRAN language.

This course provides an introduction to data processing equipment and techniques for social science data analysis. Topics include: history of data processing, use of unit record equipment, familiarization with Computing Center policies, and use of existing computer programs.

Laboratory Fee: \$10

T., Th., 10:30-12:30

John A. Jensen

Sat., 10:00-12:00 (Laboratory)

Ed 367—Introduction to Computer Programming
(F; 3)

Prerequisite: Ed 366 or equivalent.

An intensive course emphasizing the planning, writing, and executing of computer programs using the FORTRAN language. This course is designed to produce genuine competence in FORTRAN. Other topics include the BASIC language and Job Control Language and Operating Systems. This *course starts in the fourth week of the semester*, at the termination of Ed 366.

Laboratory Fee: \$20

T., Th., 10:30-12:30

John A. Jensen

Sat., 10:00-12:00 (Laboratory)

Ed 368—Projects in Computer Programming
(S; 1-3)

Prerequisite: Ed 367 or equivalent experience.

Open only to students experienced in computer programming. Projects will be arranged in accordance with the needs and interests of the students.

By arrangement

Staff

Ed 460—Research Methods in Education
(F, S; 3)

An introduction to the research literature in education and to the principal methods employed in the study of educational problems. The course focuses on the development of the understandings and skills needed in the interpretation of research reports. This course or Ed 461 is required for all graduate students in education.

Fall, Ed 460,01 M., 4:30-6:15	John J. Walsh
Ed 460,02 T., 4:30-6:15	John J. Walsh
Ed 460,03 W., 4:30-6:15	John J. Walsh
Spring, Ed 460,01 W., 4:30-6:15	John J. Walsh

Ed 461—Pro-Seminar in Methods of Educational Research
(F; 3)

Prerequisite: permission of Instructor.

This course is required of students planning degrees in Educational Research and is open to other well qualified students. The methods used in educational research are examined extensively and critically. Seminar reports and a research proposal are expected from each participant. This course or Ed 460 is required of all graduate students in education.

T., 4:30-6:15 Peter W. Airasian

Ed 462—Construction of Achievement Tests
(S; 3)

The major problems of educational measurements, with emphasis on the characteristics, administration, scoring, and interpretation of formal and informal tests of achievement with practical application to classroom use. Basic techniques of test construction.

Th., 4:30-6:15 John J. Walsh

Ed 463—The Construction of Attitudinal and Opinion Questionnaires
(S; 3)

Techniques for the construction and analysis of attitudinal and opinion questionnaires. Consideration of various techniques of attitudinal scale construction, validation, and analysis.

M., 4:30-6:15 Peter W. Airasian

Ed 464—Individual Intelligence Testing
(F, S; 3)

A survey of psychological measurements dealing primarily with the construction, administration, scoring, and interpretation of mental tests. A certification of proficiency in the administration of the Revised Stanford-Binet Tests of Intelligence, Form L-M, and the Wechsler Scales; WAIS and WISC are given to those successfully administering a specific number of tests.

Ed 464,01 M., 4:30-6:15 Ena V. Nuttall
Ed 464,02 F., 4:30-6:15 Ena V. Nuttall

Ed 465—Group Psychological Tests
(F; 3)

This course covers theory and laboratory practice with most of the group psychological tests used in a program of guidance services.

Th., 4:30-6:15 William C. Cottle

Ed 466—Curriculum Evaluation: Theory and Practice
(S; 3)

Prerequisite: Ed 462 or consent of Instructor.

An intensive study of rationales of evaluation, emphasizing the operational definition of objectives, existing taxonomies of goals.

Th., 4:30-6:15 Peter W. Airasian

Ed 663—Projective Tests and Individual Personality Assessment
(S; 3)

Prerequisite: consent of Instructor.

Individual personality assessment of children and adolescents through the use of projective tests such as the Rorschach, Thematic Apperception Test, Children's Apperception Test, drawing tests, and other instruments. Students will gain experience in administration, scoring, interpretation of test results and case report writing.

Th., 4:30-6:15

Ena V. Nuttall

Ed 664—Design of Experiments
(F; 3)

Prerequisite: consent of Instructor.

An introduction to the design of experiments. Topics covered include threats to internal and external validity, experimental and quasi-experimental designs, randomization procedures, and sampling.

Th., 4:30-6:15

Peter W. Airasian

Ed 665—Interest and Personality Inventories: Theory and Practice
(S; 3)

A review of theories of personality and interest measurement in guidance and counseling. Intensive study of the construction, purpose, and interpretation of the most commonly used structured personality and interest inventories. Laboratory experience in use and interpretation of selected inventories.

F., 4:30-6:15

William C. Cottle

Ed 666—Simulation Models in Behavioral Research
(S; 3)

This seminar will review the literature on mathematical and computer simulations of complex social processes, with special emphasis on those occurring in educational settings. Working on small teams, students will produce a simulation system of some complex process.

Th., 4:30-6:15

Ronald L. Nuttall

Ed 667—Introduction to Multivariate Statistical Analysis
(S; 3)

Prerequisite: one year of statistics or the equivalent.

Topics include multivariate distributions, correlation, regression canonical correlation, discriminant function, and principal components analysis. Laboratory exercises include computer analysis of multivariate data.

W., 4:30-6:15

Ronald L. Nuttall

Ed 668—Topics in Multivariate Statistical Analysis
(S; 3)

Prerequisite: Ed 667 or equivalent.

Multivariate analysis of variance, factor analysis and rotation, and model building are among the advanced multivariate statistical topics dealt with. A professional-level paper using multivariate procedures will be written.

W., 4:30-6:15

Ronald L. Nuttall

Ed 669—Psychometric Theory
(F; 3)

Prerequisite: consent of Instructor.

Study of the theoretical concepts and statistical techniques involved in psychological testing and the measurement of mental traits. Attention is given to

special problems in reliability, validity, item analysis, composite scores and norming.

M., 4:30-6:15

Ernest A. Rakow

Ed 860—Survey Methods in Social and Educational Research
(F; 3)

Prerequisite: one year of statistics.

The design of surveys, including sampling theory, the development of survey instruments, training of interviewers, interviewing, coding, data reduction, data analysis, and report writing.

Th., 4:30-6:15

Ronald L. Nuttall

Ed 861—Seminar on the Measurement of Human Intelligence
(F; 3)

Prerequisite: consent of Instructor.

Topics include the historical background, method of investigation, general theories of intelligence, determiners of intelligence and the structure of intelligence.

T., 4:30-6:15

To be announced

Ed 862—Seminar on Educational Measurement
(S; 3)

Prerequisite: consent of Instructor.

Individual and/or group projects on measurement theory and scaling practices.

Th., 4:30-6:15

John A. Jensen

Ed 863—Internship in Educational Research
(F, S; 1-3)

Students working toward a degree in Educational Research will be placed in one or more educational research settings to work with local staff and Department faculty in planning, conduct, analysis, and reporting phases of one or more projects relating to the evaluation of educational programs.

Credits to be determined.

By arrangement

Staff

Ed 864—Seminar on Internship in Educational Research I
(F; 3)

Prerequisite: open only to students enrolled in Ed 863.

Introduction to the theory and practice of educational research.

By arrangement

Staff

Ed 865—Seminar on Internship in Educational Research II
(S; 3)

Prerequisite: Ed 863.

Continuation of Ed 864.

By arrangement

Staff

Ed 960—Analysis and Design of Educational Research
(F, S; 3)

Prerequisites: Ed 460 or Ed 461, Ed 363 and Ed 364 or equivalent, and at least one other Education Research course or permission of Instructor.

This course is intended to cover topics of validity, reliability, design of research, planning procedures, proposal writing, PERT analysis, budgeting for research programs, and quantitative treatments of research data.

Ed 960,01 M., 4:30-6:15

John A. Jensen

Ed 969,02 T., 4:30-6:15

To be announced

Ed 961—Projects in Educational Research and Measurement

(F, S; 1-3)

Open to advanced graduate students only. Credits to be determined.

By arrangement

Staff

RELIGIOUS EDUCATION

Ed 330—Seminar in Current Problems in Religious Education

(F; 3)

This course is designed to provide guidance by University faculty and professional resource persons in areas of current religious education problems. Lectures, followed by panel discussions, and question and answer periods.

W., 7:30-9:30

John R. McCall, S.J.

Ed 332—Psychology of Value Development in the Child

(F; 3)

A study of the developing capacity to value in the pre-adolescent should lead to a better understanding of adult-child relationships, and the influence of values on the integration of all aspects of growth: physical, social, psychological, emotional, and religious. The special problem of transmitting religiously derived values will be studied.

W., 4:30-6:15

John R. McCall, S.J.

Ed 333—The Psychology of Value Development in the Adolescent

(S; 3)

A study of the growing capacity to value in the adolescent should lead to a better understanding of communication problems between adolescents and adults. How to help older "past"-oriented values, and younger, "future"-oriented values to aid each other to be "present" values. Special problems with religious values in both adolescents and adults will be discussed.

W., 4:30-6:15

John R. McCall, S.J.

Ed 334—Special Projects in Religious Education

(F, S; 3)

Individual projects and independent study, with the approval and under the direction of the Director of the Institute for the Study of Religious Education and the Associate Dean of the School of Education.

By arrangement

John R. McCall, S.J.

HIGHER EDUCATION

Ed 770—Introduction to American Higher Education

(S; 3)

A study of the major historical and theoretical developments in colleges and universities beginning with Plato's Academy, with special emphasis given to the evolution of American higher education.

Th., 4:30-6:15

Charles M. Stanton

Ed 771—Organization and Administration of Higher Education

(F; 3)

Introduction to administrative theories in higher education; principles of organization; locus of decision-making; institutional characteristics.

W., 4:30-6:15

Evan R. Collins

Ed 772—Student Personnel Programs in Higher Education

(F; 3)

An interdisciplinary study and analysis of campus student personnel services and programs, their organization and administration.

M., 4:30-6:15

Mary T. Kinnane

Ed 773—College Teaching

(F; 3)

A study and analysis of great teachers and teaching. A number of approaches are reviewed to improve the student's effectiveness as a college teacher. Each student is given an opportunity to lecture under the helpful criticism of the instructor and his peers.

Th., 4:30-6:15

Michael H. Anello

Ed 774—Introduction to Community-Junior College I

(F; 3)

An examination of the history, values, functions, and purposes of the community-junior college, with attention given to the relationship of the community-junior college to higher education and American society.

T., 4:30-6:15

Charles M. Stanton

Ed 775—Seminar in Institutional Research and Planning

(S; 3)

An examination of the role and scope of institutional research in higher education. Special emphasis will be on institutional policy development, finance, physical facilities, students, curriculum, personnel and the communications systems.

T., 4:30-6:15

John Bolin

Ed 776—University Systems and International Dimensions in Education

(S; 3)

An analysis of the university's role in international education with special reference to cultural relations, student exchange, technical assistance programs, etc. Each student will have an opportunity to study the university problems of a foreign country.

W., 4:30-6:15

Michael H. Anello

Ed 871—Issues in American Higher Education

(F; 3)

Discussion in this seminar will focus on a variety of controversial issues on the contemporary American campus, and provide an introduction to the study of higher education.

Th., 4:30-6:15

Charles M. Stanton

Ed 872—College Student Personnel Policies and Practices

(S; 3)

A case study approach to the problems and issues facing those involved in working with students and student life.

M., 4:30-6:15

Mary T. Kinnane

Ed 873—Seminar in Curriculum of Higher Education
(F; 3)

A consideration of principles and development in the establishment of college and university curriculum programs with emphasis on liberal and general education and the interrelationship to special and professional education.
Th., 4:30-6:15 Michael Anello

Ed 874—Introduction to Community-Junior College II
(S; 3)

Continuation of Ed 774 with emphasis given to issues in the structure, personnel, and administration of the community-junior college.
T., 4:30-6:15 Charles M. Stanton

Ed 875—Seminar in Current Problems in Higher Education
(S; 3)

Certain critical problems in higher education will be identified, analyzed, and discussed by seminar members.
M., 4:30-6:15 Charles F. Donovan, S.J.

Ed 971—Seminar in Administration of Higher Education
(S; 3)

Prerequisite: Ed 771.
A systematic consideration of the major areas of responsibility faced by the academic administrator: principles and practices are developed through case studies and characteristic problems.
W., 4:30-6:15 Evan R. Collins

Ed 972—Colloquium: Student and Campus Cultures
(S; 3)

Prerequisite: Ed 772 and the approval of the Professor.
A study of the student and campus cultures and the diverse influences which affect the life of the student.
M., 4:30-6:15 Mary T. Kinnane

Ed 975—Internship in University Administration
(F, S; 3, 3)

Majors in higher education will select an educational research setting in an administrative office on-campus or in an off-campus agency. Under the guidance of a supervisor the student will participate in the day-to-day work of the office submitting a final report of his activities.
By arrangement Staff

Ed 976—Internship in Student Personnel
(F, S; 3, 3)

Designed for doctoral students in student personnel only. The student will intern in appropriate student personnel situations with staff supervision.
By arrangement Mary T. Kinnane

Ed 977—Internship in Community-Junior College
(F, S; 3)

For doctoral students in community-junior college only. Field experience in an appropriate two-year educational institution or organization.
By arrangement Staff

Ed 978—Reading and Research in Higher Education
(F, S; 3)

A directed study of primary and secondary sources to offer the student deeper insight of materials previously studied or in which the student is deficient.
By arrangement Staff

SPECIAL EDUCATION AND REHABILITATION

Ed 380—Visual Handicaps and Education
(S; 3)

A study of the anatomy and function of the eye. Included is the use of residual vision, optical aids and educational implications of various types of eye conditions.

M., 7:30-9:00 a.m.

George E. Garcia and
William T. Heisler

Ed 381—Psychological Assessment of Exceptional Children
(Summers; 6)

An introductory course in the program to prepare teachers of multi-handicapped children. Considers the team approach to the assessment and includes observation of assessment procedures at the Developmental Clinic at Children's Hospital as well as other facilities in the area. Limited to students in program to prepare specialists in deaf-blind education.

By arrangement

Jean Mooney

Ed 382—Communication Seminar I
(F; 6)

Considers speech and language development in normal and handicapped children. Provides a background in audiological assessment and emphasizes techniques for maximizing use of residual hearing. Practicum at Children's Hospital, Boston College Campus School and in public and private school classes for normal and multihandicapped children.

By arrangement

Jean Mooney

Ed 383—Interpersonal Relationships
(F; 3)

Focuses on the student teacher and his ability to live and work with other people. This course will help the student look at himself and choose those social techniques which will increase his effectiveness as a person who can manage successfully, participate in and organize programs which involve living and working with other people.

M., 11:00-12:45

Francis Kelly

Ed 384—Multihandicapped Education Seminar
(F; 3)

An overview of educational programs for the multihandicapped with special attention to programs and problems of the child who is sensorily deficient. Examines the field from the point of view of education as a continuum from birth to death: case finding, evaluation and diagnosis, pre-school and home services, residential and public school classes, pre-vocational planning, and establishment of realistic long-range goals for each individual.

W., 10:15-12:00

Katherine Best

Ed 385—Practicum Seminar: Deaf-Blind
(S; 3)

Weekly seminars in small groups in conjunction with practicum experiences. Will examine problems, attempt to stimulate solutions and assist in evaluation of growth and development of individual student teachers. Practicum personnel as well as college supervisors will be involved in these seminars.
By arrangement Jean Mooney

Ed 386—Communication Seminar II
(S; 3)

Prerequisite: Ed 382.

Experiences in the techniques of non-verbal communication with an exploration of the use of body language and natural gestures, fingerspelling and sign language, will be achieved through an instruction and an intensive practicum.
By arrangement Jean Mooney

Ed 387—Infant and Preschool: Exceptional Child
(Summers; 3)

Techniques of stimulating learning in infants and pre-school exceptional children. A survey of methods currently in use with a discussion of the philosophical and psychological rationale behind them. The role of parent educator will be explored.
To be announced Katherine Best

Ed 388—Infant and Preschool Practicum
(Summers; 3)

Clinical practicum in the education of the young handicapped child conducted at summer programs operated by the regional centers for service to deaf-blind children.
By arrangement Katherine Best

Ed 390—Teaching Basic Areas of Curriculum
(Summers; 3)

This course gives an overview of methods, materials and curriculum in the elementary school. Designed to acquaint the special educator with current practices which would aid him in assisting with planning for the integration of the exceptional child into the regular classroom.
To be announced Joyce Gerard

Ed 391—Allied Arts: Teachers of Handicapped
(S; 3)

Considers the role of the allied arts in the total curriculum and the contribution of this area of the curriculum to the economics of living and the adjustment of the individual. Its therapeutic as well as its social values are explored. Laboratory experiences in addition to classroom discussions are provided in areas of art, music, crafts, industrial arts, home economics and recreation. Competencies of the individual student will determine type and amount of laboratory experience.
Ed 391.01 W., 4:30-6:15 Joyce Gerard
Ed 391.02 W., 7:00-8:45 Joyce Gerard

Ed 392—Psychology and Education of Exceptional Children
(S; 3)

Considers psychological and educational problems peculiar to children who deviate from the norm significantly in vision, hearing, intelligence, and in social or emotional adjustment.

T., 4:30-6:15

Lawrence Gomes

Ed 393—Student Teaching
(F, S; 0)

Students in Special Education program will have 8 weeks student teaching (10 to 12 hours per week) in their area of special interest. With consent of Instructor.

By arrangement

Ouida Morris
Katherine Best

Ed 396—Abacus: Use and Instruction
(F; 0)

Designed to give teachers proficiency in addition, subtraction, multiplication and division using the Cransner Abacus for the Blind.

M., 1:00-3:00

Ouida Morris

Ed 397—Observation: Special Education
(S; 0)

Field trips to various schools and agencies serving exceptional children.
By arrangement

Ouida Morris

Ed 480—Education and Rehabilitation of Blind and Visually Handicapped
(Intersession; 3)

A general introduction to the problem of blindness and a study of services provided by public and private schools and agencies to individuals who are blind. Also included is a review of special state and federal laws affecting the blind as well as a study of special aids used by those who are blind.

M.-F. (inclusive), 9:00-12:00

John R. Eichorn

Ed 481—Medical Aspects of Rehabilitation of the Blind
(F; 3)

This course is designed to introduce the student to structural and functional systems of the human organism and to those chronic conditions that may be encountered in the rehabilitation of blind individuals. Special attention is given to neuro-vascular conditions, eye diseases, low vision, low vision aids, hearing defects, audiological and visual measurement, dynamics of posture/locomotion, physical correctives.

M., 4:30-6:15

Leo H. Riley

W., 4:30-6:15

Leo H. Riley

Ed 482—Human Sensory System
(F; 3)

This course is designed to provide a working knowledge of sensory psychology, with emphasis on the functional effects of blindness; to familiarize the student with the data acquisition and processing capabilities of the sensory modalities; and to introduce some of the research and training work being done to better equip the blind person to handle the non-visual environmental sensory information.

Th., 4:30-6:15

W. Allen Mills

Ed 483—Principles of Rehabilitation and Habilitation
(F; 3)

A study of the philosophy, the history and basic theories of rehabilitation in relation to all major disability groups. The interaction of various community services and professional disciplines is seen through observation, guest lecturers and seminars—attention is given to both rehabilitative and habilitative services.

F., 4:30-6:15

To be announced

Ed 484—Introduction to Orientation and Mobility Practicum
(F; 3)

This is the first of three Practicum phases for students in the Peripatology program. This course is designed to introduce the student to skills and procedures involved in the orientation and mobility of blind individuals and to provide opportunity to travel and perform other daily routines while under blindfold. There are also visits-observations to agencies in the field and weekly seminar-lectures.

By arrangement

Staff

Ed 485—Psycho-Social Development of Normal and Handicapped Children
(F; 4)

Psycho-social development from conception through adolescence with concern for deviation in the cognitive, affective, sensory and neurological domains. Special emphasis is given to the conditions of mental retardation, emotional disturbances and neurological impairment during childhood and adolescence.

Ed 485,01 W., 4:30-6:15

Philip DiMattia

Ed 485,02 W., 4:30-6:15

George W. Wallace

Ed 486—Braille I
(F; 2)

Grade II (literary) braille, preparation of instructional materials, and teaching reading instruction with braille as the medium.

W., 1:00-3:00

Ouida Morris

Ed 487—Education of Visually Handicapped Children and Youth
(F; 3)

Designed to give an overview of education of the visually handicapped including educational and psychological implications of blindness and partial vision, program models, and principles of teaching the visually handicapped.

T., 4:30-6:15

Ouida Morris

Ed 488—Seminar in Mental Retardation and the Emotionally Disturbed Child
(S; 3)

Concerned with educational problems of children who are mentally retarded and/or emotionally disturbed and who are deaf-blind or have some other crippling condition.

T., 2:30-4:00 p.m.

Katherine Best

Philip DiMattia

Ed 489—Orientation and Mobility: Teachers of Visually Handicapped
(F; 2)

Designed to give teachers knowledge of basic techniques which help children gain skills toward becoming independent. Includes travel, self care,

organization, social skills and grooming. Emphasis is given on relating the value of these skills to visually handicapped children, parents and other school personnel.

Jan. 29—March 21, M. & W., 4:30-6:15

Robert Smith

Ed 490—Teaching the Multihandicapped Child
(F; 3)

Techniques of observation, recording progress and evaluation; behavior modification; task analysis and prescriptive teaching; teaching machines and programmed instruction; development of motor patterns and stimulation techniques with an emphasis on adapting methods and techniques in working with the multihandicapped child.

T., 1:30-3:00

Katherine Best

Ed 491—Clinical Practicum: Deaf-Blind
(F; 0)

Prerequisite: Ed 490.

Provides directed experience in the use of techniques as described in Ed 490. Practicum conducted in a variety of educational facilities.

By arrangement

Katherine Best

Ed 492—Organization and Administration of Multihandicapped Programs
(S; 3)

Considers existing programs for the multihandicapped child. Examines real situations from a decision-making position. Administrators for centers and services to multihandicapped children will be brought in to discuss current problems and future plans for their regions.

M., 9:15-11:00 a.m.

Katherine Best

Ed 493—Special Learning Disabilities
(Summers; 3)

This course presents an introduction to the field of learning disabilities. It is based upon an information processing model which describes normal functioning, and dysfunctioning in children. Several rationales for the education of children with learning disabilities will be presented. It will be the task of each student to synthesize these rationales in terms of the basic information processing model.

To be announced

To be announced

Ed 494—Assessment of Learning Disabilities
(F; 3)

Prerequisite: or taken concurrently with Ed 464 or Ed 493.

Designed to build competence in the educator as a consumer of clinical information. In addition, students will administer and interpret formal and informal educational tests, and will learn how to synthesize their results with existent clinical information in order to build a clear behavioral picture of learning function and dysfunction in the individual child.

W., 7:00-9:00

To be announced

Ed 495—Human Development and Handicapped Conditions
(F; 4)

Human development from conception through adolescence with concern for the results of physiological malfunction at any stage of development. Presentations, discussions, readings and observations will permit the student to

understand the most prevalent handicapping conditions. Included is a consideration of ards, prosthetic devices, and medical interventions employed by those with sensory and/or motor handicaps.

T., 5:00-8:00

Jean MacCubrey
Bruce Cushna

Ed 496—Teaching Strategies I
(F; 3)

Oriented toward the development of skills which will allow the teacher to plan educational programs for handicapped children from a generic base of individual teaching-learning problems. Extends across the traditional handicapping categories of mental retardation, emotional disturbance, physical handicaps, and learning disabilities. Focuses on the development of teacher skills in task analysis, informal educational assessment, the generation of teaching strategies and physical adaptation of the classroom environment necessary for the education of handicapped children. Students will perform supervised observational and tutorial assignments in school programs for handicapped children.

Ed 496.01 Th., 1:30-3:00

Joyce Gerard

Ed 496.02 Th., 4:30-6:15

Joyce Gerard

Ed 496.03 Th., 7:00-8:30

Joyce Gerard

Ed 496.04 Th., 1:30-3:00

George Wallace

Ed 496.05 Th., 4:30-6:15

George Wallace

Ed 498—Psychology of the Mentally Retarded
(F; 3)

Considers causes of mental retardation as well as methods of locating those who are mentally retarded. Attention is also given to problems of learning and adjustments as they relate to mental retardation. An additional assessment of the student's ability to evaluate research will be conducted at the first class meeting. Students who show deficiencies in this area will be required to attend a series of noncredit orientation lectures.

M., 4:30-6:15

Lawrence Gomes

Ed 499—Dynamics and Education of the Emotionally Disturbed Child
(F; 3)

Causes, characteristics and treatment of emotional disturbance in children; educational programs; role of the teacher, school and community agencies. An informal assessment of the student's ability to evaluate research will be conducted at the first class meeting. Students who show deficiencies in this area will be required to attend a series of non-credit orientation lectures.

T., 4:30-6:15

Philip DiMattia

Ed 580—Teaching Strategies II
(S; 3)

Prerequisite: Ed 496 or the equivalent.

A continuation of the offerings described in Ed 496.

Ed 580.01 Th., 4:30-6:15

Joyce Gerard

Ed 580.02 Th., 4:30-6:15

George Wallace

Ed 580.03 Th., 7:00-8:30

Joyce Gerard

Ed 580.04 By arrangement

Jean Mooney

Katherine Best

Ed 581—Educational Programming of Children with Special Learning Needs
(F, S; 3)

A workshop for special class and regular teachers and school administrators concerned with the educational needs of handicapped children. Considers national trends and implementation of the revised regulations of the Massachusetts Department of Education with concern of the role of each participant in the education of children with special educational needs.

By arrangement

Staff

Ed 582—Braille, Deaf-Blind
(S; 0)

Grade II (literary) Braille, including teaching braille reading and preparation of instructional materials.

W., 12:30-2:30

Ouida Morris

Ed 584—Student Teaching: Peripatology
(S; 3)

This is the second of three Practicum phases for students in the Peripatology program. Under close supervision, the work of the previous phase is placed into action by the student working with children and adults in schools (public and residential), rehabilitation agencies and in the community.

By arrangement

Staff

Ed 585—Seminar in Peripatology
(S; 3)

Included are intensive reviews of discussions of problems of particular concern to students in special education or rehabilitation. Sessions for Peripatology students include demonstrations of materials and resources in such areas as sensory training (e.g., sound, motor behavior, etc.), concept formation, and special orientation.

F., 1:00-4:00

Staff

Ed 586—Braille Mathematics
(S; 2)

Prerequisite: Ed 486 or proficiency in Grade II Braille.

Nemeth Code of Braille Mathematics including preparation of instructional materials in Nemeth Code.

Jan. 29—March 22, T. & Th., 2:30-4:00

Ouida Morris

Ed 588—Teaching Strategies for Visually Handicapped
(S; 3)

Specialized strategies for teaching blind and partially seeing students at elementary and secondary levels.

Jan. 29—March 22, T. & Th., 4:30-6:15

Ouida Morris

Ed 590—Teaching the Mentally Retarded Child
(S; 3)

Methods of teaching mentally retarded children of different maturation levels. Organization and planning of instructional activities and materials; the use of community resources. Emphasis is placed on the teaching of the young educable mentally retarded of the elementary school age level.

W., 4:30-6:15

Lawrence Gomes

Ed 591—Teaching the Mentally Retarded Adolescent
(S; 3)

Considers all phases of educating mentally retarded adolescents including problems encountered in special classes of secondary schools. Special consideration given to work-study programs and cooperating sheltered workshops.

Th., 4:30-6:15

Roger W. Brown

Ed 592—Remediation: Learning Disabilities
(S; 3)

Translating diagnostic information into effective educational programs for children with learning problems. The teacher will learn to perform an educational evaluation and to incorporate this information into a multi-disciplinary picture of the child's strengths and deficits. Special remediation approaches will be presented.

W., 7:00-8:45

Joyce Gerard

Ed 593—Introduction to Language Disorders
(S; 3)

Prerequisite: Ed 493 or the equivalent.

The study of the development of receptive and expressive language in children. Based on the development of normal children, this course will explore dysfunctions of language which interfere with normal learning processes. Both the evaluation of language performance and the remediation of language deficits will be stressed.

W., 7:00-8:30

Anthony Bashir

Ed 594—Analysis of Visual Skills
(F; 3)

Approaches vision as a complex set of learned skills. Will introduce teachers to the nature of the visual demands made upon students in the classroom and will equip the teachers to modify instructional approaches in terms of the student's abilities to meet these demands.

M., 7:00-8:30

Lawrence MacDonald

Ed 595—Meeting Needs of the Trainable Mentally Retarded Child
(S; 3)

This course is concerned with curriculum content, physical facilities, and teaching procedures used for the trainable mentally retarded in school and other settings.

M., 7:00-8:30

To be announced

Ed 597—Guided Studies in Special Education and Rehabilitation
(F, S; 1-6)

Under the guidance of a faculty member the student explores in depth the literature pertaining to some particular phase or problem regarding handicapped children, youth, or adults. Credits to be determined.

By arrangement

Staff

Ed 599—Teaching the Emotionally Disturbed Child
(S; 3)

Methods and materials designed to meet the specific learning problems of emotionally disturbed children. Consideration is given to the organization and planning of learning experiences; classroom management; etc.

M., 4:30-6:15

Philip DiMattia

Ed 680—Evaluation and Guidance of Exceptional Children
(S; 3)

Concerned with tests and measurements as employed with exceptional children. Also considers personal, educational and vocational guidance principles and practices as they relate to those who are handicapped.

T., 4:30-6:15

Bruce Cushna

Ed 681—Psycho-Social Problems of the Mentally Retarded
(S; 3)

An advanced course concerned with the impact of mental retardation on the family and community as related to learning and adjustment in the educational, vocational and social spheres.

M., 4:30-6:15

Jean MacCubrey

Ed 682—Administrative Internship: Deaf-Blind
(S; 6)

Two different five-week internships with an area coordinator for deaf-blind services. Students will serve as administrative assistants and participate in planning and evaluating programs and in any other capacity determined by the coordinator.

By arrangement

Katherine Best

Ed 683—Internship: Peripatology
(S; 3)

Upon successful completion of the first two Practicum phases, the student is assigned to an agency or school for a teaching experience under the supervision of the cooperating agency or school as well as the faculty of the Practicum section of the Peripatology Program.

By arrangement

Staff

Ed 684—Student Teaching: Handicapped
(S; 6)

Students in Special Education programs will have 10 weeks of student teaching in their area of special interest preceded by special clinical and teaching experiences in other areas of exceptionality. Students in the Visually Handicapped and Deaf-Blind programs should contact the coordinator of their own programs for details.

By arrangement

Raymond Martin

Ed 685—Multidiscipline Approach to Mental Retardation
(F, S; 3)

Taught by multidisciplinary staff of the Developmental Evaluation Clinic, Children's Hospital Medical Center. Considers etiology, study, and treatment of retarded children and the coordination of community services for their welfare. Opened to advanced graduate and post graduate students in the professional disciplines serving handicapped children. Students are supervised in observation and participation in a variety of clinical activities.

F., 10:00-11:30 a.m.

Jean MacCubrey

Ed 686—Seminar in Administrative Internship of Deaf-Blind
(S; 3)

Prerequisite: Ed 682.

Following the administrative intern experiences the students will participate in an intensive evaluation seminar.

By arrangement

Katherine Best

Ed 687—Research Problems in Special Education

(S; 3)

Planned for the advanced masters degree and CAES candidate desiring to explore with a select group particular problems with a view of possibly terminating in a written paper or thesis.

Th., 4:30-6:15

Lawrence Gomes

Ed 690—Seminar in Multidisciplinary Management Strategies

(S; 3)

Prerequisite: Ed 685.

Presupposes high level of professional competence of each student in his own discipline. Seminar meetings chaired by multidisciplinary staff of the Developmental Evaluation Clinic, Children's Hospital Medical Center. Designed to educate representatives of the medical and behavioral sciences in the roles played by other professions who serve handicapped children and their families. Observations and participation in the study of selected children are used to develop awareness of and appreciation for the contributions of each discipline.

Th., 10:00-11:30

Jean MacCubrey

Ed 691—Curriculum Planning for Exceptional Children

(F; 3)

Includes a study of curricula design and the curricula used to meet the educational needs of handicapped children.

T., 4:30-6:15

Lawrence Gomes

Ed 692—Administering Special Education Services

(F; 3)

Prerequisite: an introductory course in school administration.

Considers the administration of the broad spectrum of Special Services afforded to handicapped children and the administrative structures under which such services were afforded.

M., 4:30-6:15

Lawrence Gomes

Ed 694—Problems in Administration: Special Education and Rehabilitation

(S; 3)

.01 considers recent administrative problems related to the task of providing special educational services for exceptional children.

.02 concerned with current problems related to administrative programs concerned with the rehabilitative services.

M., 7:00-8:30 Ed 694.01

Lawrence Gomes

Ed 694.02

To be announced

Ed 697—Seminar in Curriculum Problems: Education of Exceptional Children

(F; 3)

For advanced Master's degree or C.A.E.S. candidates who desire to seek solutions for a specified problem. The problem will be announced before registration.

By arrangement

Staff

Ed 791—Projects in Special Education and Rehabilitation

(F, S; 1-3)

Open to advanced graduate students only. Credits to be determined.

By arrangement

Staff

Ed 881—Seminar in Special Education
(S; 3)

Designed for advanced doctoral students. Concerned with specific problems related to the education of exceptional children as the need and interests of the students dictate.

F., 4:30-6:15

Lawrence Gomes
John Junkala

Ed 891—Seminar in Rehabilitation
(S; 3)

For advanced doctoral students. Permits students to meet with and discuss specific rehabilitation problems with specialists in the field of Rehabilitation from agencies and other university programs.

By arrangement

To be announced

Ed 981—Supervised Internship: Special Education and Rehabilitation
(F, S; 1-3)

Students serve as interns in local state, federal and/or private schools or agencies under the direction of a faculty member and cooperating personnel.

For advanced graduate students.

By arrangement

Staff

Ed 999—Doctoral Continuation

All students who have been admitted to candidacy for the Ph.D. degree or the D.Ed. degree are required to register for doctoral continuation during each semester of their candidacy. This registration entitles them to the use of university facilities (library, etc.) and to the privilege of auditing informally (without record in the graduate office) courses which they and their advisers deem helpful. Tuition must be paid for courses formally audited or taken for credit. The fee for doctoral continuation is \$80.00. Doctoral candidates who fail to enroll at the time of registration will be billed.

Faculty

Department of Education (Ed)

- Professors:* Michael H. Anello, Evan R. Collins, Katherine C. Cotter, William C. Cottle, Donald T. Donley, Charles F. Donovan, S.J., John R. Eichorn, Francis J. Kelly, Mary T. Kinnane, George F. Madaus, James F. Moynihan, S.J., Vincent C. Nuccio, Ronald L. Nuttall, Edward J. Power, Lester E. Przewlocki (*chairman*), Stephen F. Roach, John F. Travers, John J. Walsh.
- Associate Professors:* Peter W. Airasian, John S. Dacey, Mary D. Griffin, William M. Griffin, John A. Jensen, John B. Junkala, George T. Ladd, Pierre D. Lambert, Raymond J. Martin, Bernard O'Brien, Fred J. Pula, John F. Savage, Kenneth W. Wegner.
- Assistant Professors:* Katherine I. Best, Lawrence A. Gomes, Jacqueline E. Have-
man, Joan Jones, William K. Kilpatrick, George F. Lawlor, S.J., Jean K. MacCubrey, Sister Kathleen Murphy, O.P., Eva Neumann, Edward J. Norton, S.V.D., Frances Powell, Charles F. Smith, Edward B. Smith, Charles M. Stanton, Kenneth R. Washington.

Adjunct

Assistant Professors: Philip A. DiMattia, Wilma Hull, Joseph McCarthy, Jean Mooney, James Rourke, Jerome Schultz.

Lecturers:

Anthony Bashir, John W. Burke, Barbara Burns, John B. Chaffee, Christine Castro, Haskell Cohen, Glen Cook, Bruce Cushna, Carl Davis, Ellen N. Donahue, George Garcia, Joyce Berger Gerard, William T. Heisler, Alice Jeghelian, Albert Jurgela, Lawrence MacDonald, W. Allen Mills, Ouida Morris, Thomas A. Morse, Ena Nuttall, Ernest A. Rakow, Leo H. Riley, W. Robert Smith, Hugo R. Vigoroso, William R. Walkowiak, George Wallace.

Department of English (En)

Master of Arts Program

Students seeking the Degree of Master of Arts in English will be expected to complete satisfactorily the requirements in courses granting at least 18 semester hours of graduate credit and to pass three examinations: a written examination in criticism, a written examination to demonstrate their ability to read a foreign language, and an oral examination on the continuity of English and American Literature.

The total tuition cost for the M.A. program in English is identical with that of other (30-hour) programs at Boston College (\$2250) even though only 18 credit hours of work are involved *pro forma*. The fee per credit hour will remain the same, i.e. \$75/credit hour, so that following completion of formal course work ($\$75 \times 18 = \1350), there will remain a residue of \$900 for tutorial, guided research, independent study, and other courses up to thirty hours. The English Department will notify the Registrar's office the beginning of the term in which the student plans to be graduated. At that time the student's credits will be checked and bills mailed from the Treasurer's office.

The *examination in criticism* will be based on four texts, to be announced at the beginning of each semester, and the candidate will be expected to write on three of the four to demonstrate not only his critical awareness but a familiarity with the major scholarly works relating to these texts.

The *examination in modern languages* will also be offered each semester and the candidate may take it in a number of languages related to his area of special interest.

The *oral examination*, to be taken only after the candidate has satisfactorily passed the written examinations, will be administered by a committee who will question the candidate upon a list of twenty titles of the candidate's own choosing but which will have to be submitted to the department for approval at the time application is made to take the oral examination.

There is no thesis requirement connected with the program.

Master of Arts in American Studies

American Studies is designed to develop an understanding of the American experience by bringing the student to an integrated holistic confrontation with American culture. The program is extensive in that it allows the student to work in a number of different disciplines and intensive in that the techniques and information which he learns from them are focused upon particular problems in American culture.

American Studies at Boston College is an interdepartmental program leading to the Master of Arts degree. Participating in the program at present are

the Departments of History, Sociology, Political Science, and English. The program is administered by a committee composed of representatives from each of the cooperating departments. A two semester core course required of all the American Studies candidates seeks to bring the broad range of interests of the cooperating departments to bear on American culture in order to show how a good interdisciplinarian would attack themes, problems, and issues in his chosen field.

Candidates for the M.A. in American Studies will concentrate in one of the cooperating departments. In addition to 6 hours for the core course, all students will be expected to earn 12 hours in their field of major concentration, 9 hours in a field or fields related to their major interest, and 3 hours for a research paper for a total of 30 credit hours. The required research paper should demonstrate the student's ability to view some aspect of American culture holistically. The topics will be approved in consultation with the student's advisor and the American Studies committee. (Since students in American Studies whose field of major concentration is History must take a research seminar, the research paper requirement may be met within the confines of the seminar requirement.)

The candidate will take an oral comprehensive examination which will be tailored to reflect his capacity to synthesize diverse areas of knowledge and will focus on his major interest. The examining board should consist of at least one member of the American Studies committee.

There is no language requirement for the M.A. in American Studies.

An applicant for admission to the American Studies program should submit his application to the department of his desired major concentration. Admission of any applicant will be determined both by the major department and the American Studies committee.

Master of Arts in Medieval Studies

In conformity with the program leading to the degree of Master of Arts in English, the M.A. in Medieval Studies is awarded upon the completion of a year in residence, to be defined as the satisfactory fulfillment of requirements in courses granting at least 18 semester hours of credit, and the passing of three examinations: an examination in a foreign language, a written examination, and an oral examination.

The minimum 18 semester hours of credit should be distributed as follows: 12 hours minimum taken in graduate courses in the medieval period and in the history of the English language and linguistics offered by the English Department; 6 hours minimum taken in courses in the medieval period offered by the departments of classics, Germanic studies, history, philosophy, Romance languages, and theology. For 3 hours credit of the 12 allotted to courses in the first category or 3 hours credit allotted to courses in the second category, but not both, the candidate may, with the permission of the Director of Medieval Studies, substitute 3 semester hours of credit in graduate courses offered by the English Department and by other departments that are not in the medieval period but can be shown to be truly relevant to a medieval studies program.

Because the M.A. in Medieval Studies is a more specialized degree than the main M.A. in English, it would be highly advisable for the candidate to take additional courses, beyond the minimum 18 hours, both for the pragmatic reason of passing examinations and for the more idealistic one of self-enrichment.

In conformity with the main M.A. in English, no thesis will be written by a candidate for the M.A. in Medieval Studies.

In conformity with the outlines of the main M.A. requirements, the written examination will be offered each semester and will be based on 6 texts.

These will be medieval texts, one of them a work by Chaucer, selected by the M.A. in Medieval Studies Committee and announced at the start of the semester. The candidate will be expected to write on 3 of 6 questions designed to provide an opportunity for demonstrating not only skill in the Old or Middle English language and critical awareness but a familiarity with the major scholarly works concerned with the texts he has chosen to write about. The examination will be four hours long: two hours in the morning for two questions, and two hours in the afternoon for the third. Texts chosen for the examination should be selected to represent both the Old English and the Middle English period.

The oral examination, which may be taken by the candidate only after he has passed the written examination and the examination in a foreign language, will be an hour and a half in length and intended to test the candidate's awareness of the Old and Middle English languages, medieval literature and the inter-relatedness of texts as well as his ability to explicate a text in detail. It will be administered by a committee appointed by the English Department, who will examine the candidate upon a list of 20 titles of the candidate's own choosing. By petition of the candidate, one member of the examining committee may be a faculty member of one of the other departments in which he has taken courses. Titles chosen for the examination should include at least 3 non-English medieval works and 3 classical works. The list will have to be submitted to the Director at the time application is made to take this examination. The Director will, in turn, submit the list to the M.A. in Medieval Studies Committee and then to the examining committee for approval.

Either Latin or French will be acceptable in fulfillment of the language requirement. The examination will follow otherwise the guidelines prescribed by the department for the language examination leading to the main M.A. in English.

Graduate Assistantships and Teaching Fellowships

A number of assistantships and fellowships, with stipends up to \$2600 plus remission of tuition, are available for M.A. candidates.

Doctor of Philosophy Program

No more than five students will be admitted to the doctoral program each year. The small number of students makes possible a flexible program, in which the forms of requirements and examinations are suited to the interests and needs of each student.

Fellowships up to \$3000 are offered which will free the student for three years of full-time study, and one year of teaching experiences designed in relation to his graduate program.

A candidate will be expected to select a course of study such as this:

He will choose as his field of concentration one of the following, on which he will be given an oral examination in his third year:

1. Old English and Medieval language and literature;
2. English literature 1500-1600;
3. English non-dramatic literature 1600-1800;
4. English dramatic literature 1600-1800;
5. English literature 1800-1900;
6. Twentieth-century English literature;
7. American literature to 1900;
8. Twentieth-century American literature; or
9. History of literary criticism.

He will also be asked to give evidence of familiarity with three others among these areas. He may demonstrate his knowledge of them in written examinations or, when suited to his course of study, will be permitted to submit other forms of evidence: write an essay, deliver a lecture, defend an outline for a course, plan an anthology.

Students will be encouraged to submit proposals for individual variations of such a program. Those interested in interdisciplinary studies (e.g., Medieval or American Studies) may demonstrate knowledge in a related area in substitution for one of those above.

Course Requirement

The only specified course requirement for all candidates is one doctoral seminar each of the first four terms.

The remainder of the student's program may include other courses chosen from a wide offering in the graduate English department or in related disciplines (e.g., Linguistic and Rhetorical Theory). When appropriate to his training and interests, the student will be urged to devote much of his first two years to individual reading and writing under direction of various members of the graduate faculty.

Language Requirement

The candidate will be asked to demonstrate a knowledge of one foreign language and its literature, or an ability to read two foreign languages.

The department will test the student's ability in his chosen language by asking him to use it in working out scholarly or critical problems designed in relation to his other studies.

Thesis Requirement

The student will be given a full year to write a thesis under the direction of an advisor.

Topics demanding extended development may be submitted in dissertations of book length. Students will, however, be advised to work on subjects which they can treat in a more concentrated article or essay to be completed in polished publishable form by the end of the fourth year.

Teaching

A full year will be devoted to teaching under the direction of individual faculty members.

The doctoral candidate will not teach simply as an assistant or in "service" courses, but will be given a variety of opportunities to teach in courses related to his thesis, his field of concentration or other phases of his graduate work. He will be encouraged to make connections between his studies and the teaching for which he will be preparing.

Applications for Admissions: Inquiries and applications should be sent to:
Andrew J. Von Hendy, Chairman
Department of English
Boston College
Chestnut Hill, Mass. 02167

Materials Consist of: —Application form
 —Official transcripts of past academic work
 —Two letters of recommendation from teachers who know your work
 —Graduate Record Examination scores

- Deadlines:** —All Ph.D. applications should be completed by February 15.
—All M.A. applications requesting financial assistance should be completed by February 15.
—All M.A. applications should be completed by March 1.

Courses of Instruction

For details about the courses listed here, please consult "Description of Graduate Courses, '72-'73," available in the Department office.

COURSES OPEN TO BOTH GRADUATE STUDENTS & UNDERGRADUATES

En 305—Arthurian Legend (F; 3)

A study of the earliest documents and of the Middle English Arthurian romances through Malory, with readings, in translation, in Chretien de Troyes, Wolfram von Eschenback, and other important continental writers.

Charles L. Regan

En 308—Chaucer II (F; 3)

An intensive study of the *Canterbury Tales*, with selected readings in Chaucer criticism and in other Chaucerian works.

Edward L. Hirsh

En 309—Contemporaries of Chaucer (F; 3)

Close attention to the text of the *Gawain*—poet, Langland and Gower, with a more general consideration of other writers of the age.

Charles L. Regan

En 310—Early Medieval Literature (F; 3)

Western literature from about 500 to 1000 A.D. Readings in modern English translations of Augustine, Boethius, *Beowulf*, Bede, *The Song of Roland*, Icelandic sagas and Old Irish and Old Germanic legends and heroic narratives.

Robert E. Reiter

En 311—Early Middle English (S; 3)

Readings in the documents of the post-Conquest Period, up to about 1350.

Charles L. Regan

En 312—The Fifteenth Century (S; 3)

A survey of literature from the "forgotten century," which opened with the death of Chaucer and closed with the death of the Middle Ages in England. Some of the principal authors read will be Lydgate, Hoccleve, Hawes, Henryson, Dunbar, Douglas and Malory.

Charles L. Regan

SEMINARS OPEN TO GRADUATE STUDENTS & QUALIFIED UNDERGRADUATES

En 326—Dramatic Tragedy
(F; 3)

An exploration of three periods in the history of the genre of drama called tragedy, and an examination of major theories of tragedy. Special attention will be given to major works of Aeschylus, Sophocles and Euripides, to Marlowe and Shakespeare, to Arthur Miller and to some very recent developments.

John L. Mahoney

En 327—Problems in Literary Criticism
(F; 3)

The course will examine some of the critical problems which have been presented during recent years, and the solutions to them which have proven adequate. Problems include the following: establishing a text, oral vs. written literature, meter, the concept of the narrator, literary origins.

Paul C. Doherty

En 328—Renaissance Prose and Poetry
(S; 3)

The course will present a detailed analysis of selected texts, Shakespeare's Sonnets, Spenser's Faerie Queene, Lyly's Eurphues and Bacon's Essays as representative of the Renaissance achievement. Other texts will be included in an attempt to provide a wide context for the appreciation of varied conventions.

P. Albert Duhamel

En 329—Hardy and the Literary Tradition
(S; 3)

An attempt to place Hardy in the modern tradition of the novel, poem, and poetic drama.

E. Dennis Taylor

En 330—Browning and Hopkins
(S; 3)

A study of the principal works of the two Victorian poets who directly influenced the course of twentieth-century poetry, with the aim of assessing both their originality and their continuity with the romantic tradition.

John F. McCarthy

En 331—The James Family
(S; 3)

A close reading of selected writings of the James Family. Henry Sr., William and Henry Jr. as a heuristic center for the exploration of American consciousness and culture.

COURSES OPEN TO M.A. AND PH.D. CANDIDATES

En 700—Old English
(F; 3)

Prose selections designed to enable the student to acquire a reading knowledge of Old English and to provide him with some background in the culture of the period.

Charles L. Regan

En 701—Old English Epic
(S; 3)

Intensive study of the chief Old English heroic poetry and readings in important Icelandic and Continental Germanic works.

Charles L. Regan

En 729—English Drama to 1590
(F; 3)

A study of the development of drama from its emergence in the *quem-quaeritis* trope to the achievement of the Elizabethan stage.

Joseph A. Longo

En 738—Jacobean Drama
(S; 3)

A study of the achievement of Jacobean tragedy. Primary attention will be given to the concept of tragedy as seen in Shakespeare, Jonson, Webster, Middleton and Rowley.

Joseph A. Longo

En 704—Problems in Shakesperian Scholarship: Histories & Comedies
(F; 3)

An attempt to demonstrate and summarize the current state of scholarship concerning Shakespeare's plays written between 1589 and 1602.

P. Albert Duhamel

En 705—Problems in Shakesperian Scholarship: Tragedies & Romances
(S; 3)

An attempt to demonstrate and summarize the current state of scholarship concerning Shakespeare's plays written between 1601 and 1612.

P. Albert Duhamel

En 744—Seventeenth Century Poetry
(F; 3)

A course designed to study transformations in literary conventions, genres, poetic diction, verse forms, through detailed discussion of poems by such writers as Donne, Jonson, Herbert, Marvell, Milton, Carew, Waller, Cawley, Rochester, Dryden.

Anne D. Ferry

En 742—Literature & Theology in the Seventeenth Century
(S; 3)

A consideration of questions which arise about the relationships of belief and literary mode, of overt content and formal execution in works of Donne, Herbert, Milton, Browne and Bunyan.

Robert E. Reiter

En 733—Milton I
(F; 3)

A study of Milton's early poetry and selected prose, from the Latin *Elegies* to the *Ready and Easy Way* (1660).

Edward L. Hirsh

En 709—The Enlightenment and English Literature
(S; 3)

Pope, Swift, Burke, and Johnson—the achievement of four major writers in poetry, satire, oratory, and criticism. The course will deal with key works of each figure as well as with the philosophical and historical backgrounds of English neoclassicism.

John L. Mahoney

En 741—Imagination & Poetic Language: Dryden to Johnson
(F; 3)

This course will study the ways in which philosophical theories of mind and language helped to shape the methods and tastes of the literary critics and the practice of poets, during the years 1660-1785.

William Youngren

En 711—English Novel I
(F; 3)

The course offers a representative selection of 18th century English fiction through a detailed analysis of the required texts: *Moll Flanders*, *Roxanna*, *Clarissa*, *Joseph Andrews*, *Tom Jones*, *Tristram Shandy*, *Humphrey Clinker*, *Mansfield Park*.

John L. Loofbourow

En 713—English Romanticism I
(F; 3)

Studies in the development of the new poetry of early nineteenth century England. Special emphasis on the theories of art, on the poetry of Blake, Wordsworth, and Coleridge, with some attention to the fiction of Scott. The course will also consider contemporary developments in painting.

John L. Mahoney

En 714—English Romanticism II
(S; 3)

Further studies in Romanticism with special emphasis on the poetry and theory of Byron, Shelley, and Keats and on the literary criticism of Hazlitt. The concern of the artist with the possibilities and limits of vision will be a particular concern.

John L. Mahoney

En 737—Victorian Poets
(F; 3)

A reading of the principal poems of Tennyson, Browning, Arnold, and Hopkins, and representative poems of Clough, Rossetti, Morris, Swinburne, Hardy and others.

John F. McCarthy

En 715—Romanticism in the Later 19th Century
(S; 3)

An effort to get at the essentials of romanticism by studying its transformations through the latter two-thirds of the century. The core of the readings will be the Victorian critic-prophets, Carlyle, Ruskin and Arnold, but a variety of other writers, artists and movements will be considered.

John F. McCarthy

En 712—English Fiction II
(S; 3)

A study of 19th-century English novelists that will attempt both to analyze certain novels in detail and to establish thematic, conceptual, and aesthetic trends in fiction of this period. The reading will include; *Emma*, *Wuthering Heights*, *Oliver Twist*, *Bleak House*, *Henry Esmond*, *Middlemarch*, *The Egoist*, *The Mayor of Casterbridge*, *The Secret Agent*, *A Passage to India* and F. R. Leavis's *The Great Tradition*.

John W. Loofbourow

En 744—Yeats & Eliot
(F; 3)

A course designed to study the poetic developments of Yeats and Eliot through detailed analysis of many of their most important poems.

Anne D. Ferry

En 740—Studies in the Twentieth Century British Novel I
(F; 3)

An attempt to acquaint the student with the imaginary worlds, themes and narrative methods of some earlier masters. The texts will be Jones, *The Ambassadors*, Conrad, *The Secret Agent*, *Nostromo*, Ford, *The Good Soldier*, Lawrence, *The Rainbow*, *Women in Love*, Forster, *A Passage to India*, Woolf, *To the Lighthouse*.

Andrew J. Von Hendy

En 743—Studies in the 20th Century British Novel II
(S; 3)

An attempt to acquaint the student with the imaginary worlds, themes and experimental narrative methods of James Joyce, Vladimir Nabokov, and Samuel Beckett.

Andrew J. Von Hendy

En 734—Romanticism in American Literature
(F; 3)

American historical and philosophical romanticism, romanticism of sentiment and of the frontier, and Gothicism, studied in the works of Irving, Cooper, Hawthorne, Poe, Thoreau, Emerson, Melville, Stowe, Dickinson, and Whitman.

John J. McAleer

En 735—Counter Romanticism in American Literature
(S; 3)

Repudiation of the tenets of romanticism as variously dealt with in the works of Twain, Howells, Crane, Kirkland, Jeweth, James, Chopin, Frederic, Dreiser, and Wharton, discussed in terms of its implications for American literature and life.

John J. McAleer

En 718—The American 1890s and 1920s
(S; 3)

An attempt to evaluate the innovations made in two decades of experimentation. Novels and stories by James, Crane, Norris, Dreiser, and Kate Chopin; Anderson, Lewis, Hemingway, Dos Passos and plays by O'Neill.

John H. Randall III

En 739—The Writer & Society: Literature of the American Thirties
(F; 3)

A study of the social, political and economic ideas embodied in selected works of Nathanael West, John Dos Passos, Clifford Odets, John Steinbeck, William Faulkner, Ernest Hemingway, Thomas Wolfe, Richard Wright, in an attempt to discover whether social relevance and aesthetic worth are necessarily incompatible.

John H. Randall III

En 730—Contemporary American Poetry
(F; 3)

The course traces formal innovations and their implications in the poetry of this century, in works of Crane, Williams, Stevens, Pound, Lowell and more recent poets.

Leonard R. Casper

En 731—American Drama Since 1950
(S; 3)

The course examines disparate plays on each of several current socio-spiritual problems, in order to discover by comparative analysis if a value system can be constructed which will satisfy simultaneously one's aesthetic expectations and one's habits of compassion. Texts will be plays of Gelber, Kopit, Schisgal, Vonnegut, Elder, Baldwin, Jones, Hawkes, Berrigan, Lowell, and Garson.

Leonard R. Casper

En 724—Introduction to American Studies
(F; 3)

A course designed primarily for candidates for the M.A. degree in American Studies. The purpose of the course is to introduce students to the most important interdisciplinary concepts employed by scholars writing on American culture today.

Cecil Tate

En 727—Modern Literary Theory
(S; 3)

The French symbolist background, the imagist movement, the theories of T. S. Eliot and I. A. Richards', recent post-Wittgensteinian aesthetics. Other writers to be read include Bergson, T. E. Hulne, Yeats, Pound and Susanne Langer. Concentration will be on such problems as: (1) the relation of poetic language to ordinary language: (2) emotion and expression: (3) poetry and belief: (4) the relevance of aesthetic theory to practical criticism.

William Youngren

En 726—Linguistics and Literature
(S; 3)

The course presents a theory of literary competence, analogous to the theory of linguistic competence developed by Noan Chomsky.

Paul C. Doherty

En 736—The Teaching of Poetry
(S; 3)

A new course, offered especially for teachers who, like the instructor, are dissatisfied with their own experience of teaching and studying poetry, and want to get some fresh approaches to it.

Joseph A. Appleyard, S.J.

En 799—Readings and Research
(F, S; 3, 3)

By arrangement

The Department

En 801—Thesis Seminar
(F, S; 3, 3)

By arrangement

The Department

En 802—Thesis Direction
(F, S; 2, 2)

By arrangement

The Department

SEMINARS OPEN ONLY TO PH.D. CANDIDATES

En 814—Renaissance and Method
(F; 3)

Some of the problems involved in defining a literary period, as well as the inter-relationship between literary method and literary style will be explored through the use of texts from Thomas More and Francis Bacon.

P. Albert Duhamel

En 815—Shakespeare's Sonnets
(F; 3)

The sonnets in the contexts of some of Shakespeare's plays, of lyric poetry by other English poets of the sixteenth and earlier seventeenth centuries, and of critical writing belonging to the period.

Anne D. Ferry

En 816—Chaucer's Early Poetry
(S; 3)

A study of Chaucer's poetry from the *Book of the Duchess* through the *Legend of Good Women*, excluding the *Canterbury Tales* and focussed on problems of interpretation created by historical, cultural, textural and critical questions.

Edward L. Hirsh

En 817—Doctoral Seminar
(S; 3)

A study of the development of the English novel aesthetically and conceptually. The course will include readings from various critics from the 18th century to the present who have attempted to define the novel and, of course, various English novels written in the same period.

John W. Loofbouroow

En 999—Doctoral Continuation

All students who have been admitted to candidacy for the Ph.D. degree are required to register for doctoral continuation during each semester of their candidacy. This registration entitles them to the use of university facilities (library, etc.) and to the privilege of auditing informally (without record in the graduate office) courses which they and their advisors deem helpful. Tuition must be paid for courses formally audited or taken for credit. The fee for doctoral continuation is \$80.00. Doctoral candidates who fail to enroll at the time of registration will be billed.

Faculty

Department of English (En)

Professors: Leonard R. Casper, P. Albert Duhamel, Anne D. Ferry, Edward L. Hirsh, Richard E. Hughes, John L. Mahoney, John J. McAleer.

Associate Professors: Joseph A. Appleyard, S.J., Paul C. Doherty, Joseph A. Longo, John W. Loofbourow, John F. McCarthy, John H. Randall III, Robert Reiter, Charles L. Regan, Andrew J. Von Hendy (*Chairman*), William Youngren.

Assistant Professors: Cecil Tate, E. Dennis Taylor

Department of Geology & Geophysics (Ge)

Master of Science Program

Applicants must present satisfactory undergraduate courses in physics, mathematics, and geology. This program is designed to provide strong background in fundamental areas for students at the Masters of Science Degree level, and especially for potential Ph.D. Candidates in the following categories: (1) students who transferred into geology-geophysics from other fields late in undergraduate careers and who need additional background in geology or geophysics before facing the rigors of Ph.D. work; (2) students with a strong liberal arts training who have not had an opportunity to obtain sufficient background in related sciences and mathematics; and (3) students well prepared in geology, physics, mathematics, chemistry, or biology interested in broadening their graduate work at the M.S. level before doctoral studies elsewhere. No single curriculum is prescribed. Instead, flexible course programs will be planned based upon the student's background, need, capabilities, and recommendations by previous faculty advisors. Related sciences are a fundamental part of these programs. Close involvement with independent research should also be considered an integral part of the program. A thesis is normally required for the Master's Degree.

Master of Science in Teaching Program

Applicants must present satisfactory undergraduate courses in the physical sciences. Plans A and B are commonly for those without prior teaching experience; a 36 credit M.S.T. program in which 15 credits are in earth sciences, 15 credits in the education field, and six credits are for supervised internship teaching. Plan C is for experienced teachers, a 30 credit M.S.T. program, of which at least 15 credits are in earth sciences.

The general program as described for the M.S. degree is applicable to the M.S.T. program with modifications.

Competence in foreign language or computer programming and application to problems in geology or geophysics is required for the M.S. degree program. A test for such competence will be administered by the Department. Graduate Record Exam scores—verbal, quantitative, and advanced tests are required.

Teaching and research assistantships up to \$2500 with or without remission of tuition are available, depending on qualifications. M.S.T. Degree candidates in Plan A may be eligible for teaching internships in a local school system. These carry a stipend of up to \$3,750 and earn six credits in practice teaching.

Cooperative Program with Boston University

The Department operates a cooperative program with the Department of Geology at nearby Boston University. This program permits degree candidates at Boston College to pursue courses in economic geology, geochemistry, and hydrogeology among others, which courses are given at the B.U. Campus. A list of these courses will be available in the Department office at Boston College.

Doctor of Philosophy or Doctor of Education Program

The School of Education offers a program leading to the Ph.D. or D.Ed. degree with a concentration in Science Education. The Department of Geology and Geophysics cooperates in this program by providing the opportunity for individuals interested in Earth Science Education to acquire added concentration through their course offerings. For further details, consult the catalog description of the program in the Department of Education.

Courses of Instruction

Ge 305—Structural Geology (S; 4)

Prerequisites: Mt 100, Ge 130.

The features of deformed rock (e.g., folds, faults, dikes and sills) will be described. Their origin and development will be analyzed in terms of field data, laboratory data, and the principles of rock mechanics, utilizing the Mohr circle analysis of stress. The laboratory portion of the course will include problems involving the solution of fold and fault problems by graphical methods of descriptive geometry. Text: Billings, M.P. (1972), *Structural Geology*: 3rd Edition, Prentice-Hall, Inc.

Two 75-minute lectures and one 2-hour laboratory each week.

Emanuel G. Bombolakis

Ge 310—Petrography (F; 3)

Prerequisite: Ge 200 or equivalent.

Training in the identification and classification of igneous, metamorphic and sedimentary rocks in hand specimen and thin section.

Offered biennially, 1972-1973

Priscilla P. Dudley
David C. Roy

Ge 330—Principles of Paleontology (S; 3)

An introduction to the study of animal life of the past. Consideration is given to the concept of species, especially the problems of taxonomy of individuals and of populations. Living representatives of the various phyla are compared with fossil forms to offer evidence regarding mode of life, evolutionary development, and ecological environment.

Offered biennially, 1972-1973

George D. Brown, Jr.

Ge 340—Seminar in Regional Geology (S; 2)

Prerequisite: consent of Professor.

A seminar course studying the regional geology of a specific area of North America. Up to twelve students will be selected from the seminar enroll-

ment to participate in a two-week field trip to the study area (for which additional credit will be granted). An oral and written report is required in this seminar course.

P. P. Dudley
R. E. Riecker
G. D. Brown, Jr.

Ge 350—Regional Geology of North America
(F; 3)

Prerequisites: Ge 130, 140, or equivalent.

A systematic investigation of the physiography, stratigraphy, structural geology, petrology, and general distribution of major core deposits in the major geological provinces of North America. Readings, oral and written reports and participation in two weekend field trips is expected.

Offered biennially 1972-1973

James W. Skehan, S.J.

Ge 360—World Climate & Life
(F; 3)

This course is offered to students concerned with the environment. Climate, which controls our natural environment, is described and explained. The effects of climate on vegetation, agriculture, water resources, transportation, communication, housing, health, and air pollution will be considered. Outside readings required.

Edward M. Brooks

Ge 375—Lunar Geology
(S; 3)

Prerequisites: Physical and Historical Geology, or equivalents.

The course will explore the techniques and instrumentation used in lunar "geological and geophysical" exploration, and the types of data obtained by these methods. Results from the Apollo program will be used to develop a model for the evolution of the Moon. Future data needs will be projected from this model. A brief look into the scientific objectives and methods for exploration of the planets will be the potential use of space for scientific goals.

Offered biennially, 1973-1974

J. Christopher Hepburn

Ge 390—Physics of the Solid Earth
(F; 3)

An introduction to the methods of observation and interpretation of geophysical phenomena. Topics include age determination, heat flow, gravity, electric and magnetic fields, seismology, geodesy, and interior of the earth. Some of the recent results of research in these subjects will be discussed.

Offered biennially, 1972-1973

John Devane, S.J.

Ge 440—Theoretical Structural Geology
(S; 3)

Prerequisites: Ge 230; Mt 100, 101, 211.

The brittle and ductile behavior of rocks will be analyzed during treatment of the following: analysis of stress and strain, failure criteria, plasticity theory, pore pressure, and frictional coupling of rock masses. Geologic problems to be considered will include the analysis of dike and sill formation, gravitational sliding, faulting, the determination of current tectonic stresses at shallow depths in the earth, and the prediction of earthquakes.

Offered biennially, 1972-1973

Emanuel G. Bombolakis

Ge 460—Marine Geology
(F; 3)

Prerequisites: Ge 130, 140.

Recent geological, geophysical and geochemical information on the ocean basins is examined. Emphases are placed on modern sedimentation and deformation dynamics, and ocean basin history revealed by cored and dredged sediments and igneous rocks, together with seismologic, gravity, heatflow, and magnetic data. Students will explore current literature on a wide variety of topics and research in depth on a topic of their own choosing.

Offered biennially, 1972-1973

David C. Roy

Ge 510—Igneous and Metamorphic Petrology
(S; 3)

Prerequisite: Ge 310 or equivalent.

Introduction to the principles of phase equilibria. Discussion of the origin and evolution of igneous and metamorphic rocks in the light of experimental and petrographic evidence.

Offered biennially, 1972-1973

Priscilla P. Dudley

Ge 540—Sedimentary Geochemistry
(S; 3)

Prerequisites: Ge 130; Ch 109, 110; Mt 100, 101

This course provides an introduction to the fundamentals of low-temperature inorganic geochemistry as applied to the formation of sediments and sedimentary rocks. This distribution of elements in the natural environment will be discussed. Elementary thermodynamics and pH-Eh relations will be used to understand processes and mineral assemblages found in natural aqueous systems.

Offered biennially, 1973-1974

David C. Roy

Ge 520—Sedimentary Petrology
(F; 3)

Prerequisites: Ge 110, 310.

Sedimentary rocks are studied in hand specimen and in thin-section. Petrographic, x-ray, and other techniques will be used to analyze these rocks in both quantitative and qualitative manner.

Offered biennially, 1972-1973

David C. Roy

Ge 550—Micropaleontology
(S; 3)

Prerequisite: Ge 330.

An introduction to the study of the very small but very important taxa of the plant and animal kingdoms. Groups studied will include the Foraminifera, Ostracoda, Conodonts, Bryozoa, and Diatoms.

Offered biennially, 1973-1974

George D. Brown, Jr.

Ge 560—Physical Oceanography
(S; 3)

Prerequisites: Mt 200, 201; Ph 211, 212.

A survey of physical oceanography. The basic laws of fluid mechanics are treated as a background for studies of oceanic processes. The problems of ocean currents are considered with particular emphasis on the Gulf Stream.

Offered biennially, 1973-1974

Edward M. Brooks

Ge 565—Meteorology
(S; 3)

Prerequisites: Mt 200, 201; Ph 211, 212.

The application of physical laws of thermal radiation, statistics, and dynamics to the atmosphere. Analysis and forecasting of weather in terms of general circulation on a hemispheric scale.

Offered biennially, 1972-1973

Edward M. Brooks

Ge 580-581—Environmental Earth Science
(F, S; 3, 3)

This NSF-funded, In-Service Institute for secondary earth science teachers will consist of bi-monthly meetings from September through May during the 1972-73 academic year. The course is directed toward environmental topics with an emphasis on earth sciences. Each month a different topic will be considered, complete with discussion, exchange of educational materials, and a field trip to an area relevant to the monthly topic. Participants are selected in accordance with NSF policies.

George T. Ladd

Ge 610—Physical Sedimentation
(F; 3)

Prerequisites: Ge 130; Mt 100, 101; Ph 211.

A study of the physical dynamics of erosion, transport, and deposition of particulate materials in fluid media. Experimental and empirical data on both channelized and nonchannelized flow systems will be examined. Special attention will be given to sedimentary structures and their hydrodynamic interpretations.

Offered biennially, 1973-1974

David C. Roy

Ge 640—Rock Mechanics
(F; 3)

Prerequisites: Ge 440.

A continuation of the topics treated in Ge 440. The course will include a study of stress functions and their application to prediction of stress and strain gradients in large rock masses, with the purpose of predicting locales of deformation. Theoretical analysis will be coordinated with photoelastic and rock model studies.

Offered biennially, 1973-1974

Emanuel G. Bombolakis

Ge 650—Regional Stratigraphy of New England
(F; 3)

Prerequisites: consent of Professor.

Introduction to some of the major problems of the development of the basin of deposition in the New England Area. Special emphasis will be given to an analysis of changes in sedimentation and volcanic activity in 3 dimensions through time, for purposes of developing correlations and conclusion with regard to the environment of deposition.

Field trips and Reports.

Offered biennially, 1973-1974

James W. Skehan, S.J.

Ge 655—Structural Geology and Petrology of New England
(S; 3)

Prerequisites: Ge 230, 310.

The structural metamorphic and plutonic development of the deformed mountain belt of New England will be studied. Special attention will be given

to nappe structures of Central New England, mantled gneiss domes, the regional distribution of metamorphic zones and plutonic and magmatic series. Other structures such as large scale faults will also be considered.

Field trips and Reports.

Offered biennially, 1973-1974

James W. Skehan, S.J.

Ge 660—Plate Tectonics
(F; 3)

Prerequisites: Ge 650.

Open to those who have taken Regional Stratigraphy of New England. This course will evaluate the theories of plate tectonics in the light of geological and geophysical data from various parts of North America.

Offered biennially, 1973-1974

James W. Skehan, S.J.

Ge 670—Seismology
(F; 3)

Prerequisites: Mt 200, 201; Ph 211, 212; Ge 130 or equivalents.

A study of the causes and effects of earthquakes, seismicity of the earth as related to global tectonics. Seismic instrumentation; seismic rays and seismic waves; magnitude and intensities; travel times; focal mechanisms. Ray theory and seismic velocity in the interior of the earth.

Offered biennially, 1972-1973

John F. Devane, S.J.

Ge 675—Exploration Geophysics
(S; 3)

Prerequisites: Mt 200, 201; Ph 211, 212.

A practical course in applied Geophysical Exploration surveying for the geologist and engineer. Seismic, magnetic, gravity and electromagnetic geophysical methods; basic theory, instruments, surveying procedures, data reduction and processing, interpretation methods and applications of exploration geophysics; field surveys with various instruments.

Offered biennially, 1973-1974

John F. Devane, S.J.

Ge 680—Gravity
(S; 3)

Prerequisites: Mt 200, 201; Ph 211, 212.

A comprehensive course in the gravity method of Geophysical Exploration, land, sea, and air, at the senior and graduate level. Theory, methods of measuring gravity, instruments, surveying methods, data reduction and processing, interpretation of gravity anomalies and applications of the gravity method for geodesy and geophysics; field work with gravity meters.

Offered biennially, 1973-1974

To be announced

Ge 685—Geomagnetism
(S; 3)

Prerequisites: Mt 200, 201; Ph 211, 212.

Analysis of the Earth's magnetic field in space and time. Origin of the field; secular variation; magnetic storms; micropulsations; electrical conductivity of the earth; paleomagnetism and its relationship to theories of global tectonics.

Offered biennially, 1972-1973

John F. Devane, S.J.

Ge 790—Reading & Research in Environmental Geology
(F, S; 3, 3)

A study of some problem or area of knowledge in environmental geology.

The Department

Ge 791—Reading & Research in Environmental Geophysics
(F, S; 3, 3)

A study of some problem or area of knowledge in environmental geophysics.

The Department

Ge 792—Reading & Research in Geology
(F, S; 3, 3)

A study of some problem or area of knowledge in geology.

The Department

Ge 793—Reading & Research in Geophysics
(F, S; 3, 3)

A study of some problem or area of knowledge in geophysics.

The Department

Ge 801—Thesis Seminar
(F, S; 3, 3)

A research course under the guidance of a faculty member.

The Department

Ge 802—Thesis Direction
(F, S; 2 units each)

A non-credit course for those who have received 6 credits for Ge 801 but who have not yet finished their thesis and require additional guidance.

The Department

Faculty

Department of Geology & Geophysics (Ge)

<i>Professors:</i>	Edward M. Brooks, James W. Skehan, S.J.
<i>Professor Emeritus:</i>	Daniel Linehan, S.J.
<i>Associate Professors:</i>	Emanuel G. Bombolakis, George D. Brown, Jr. (<i>Chairman</i>)
<i>Assistant Professors:</i>	John F. Devane, S.J., Priscilla P. Dudley, J. Christopher Hepburn, George T. Ladd, David C. Roy
<i>Lecturers:</i>	Jerome Carr, Thomas Geagan, Jerald Rice, Robert E. Riecker

Associated Faculty at Boston University

<i>Professors:</i>	Mohamed A. Gheith, Arthur H. Brownlow, Dabney W. Caldwell, Won C. Park, C. Wroe Wolfe
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Department of Germanic Studies (Gm)

The Department of Germanic Studies offers a Master of Arts and a Master of Arts in Teaching program in Germanic languages and literatures. Offerings and degree requirements have been organized to provide candidates with a solid grasp of their field of interest and with preparation for teaching in secondary schools.

Prerequisites for Admission

Students applying for admission to graduate degree programs in Germanic Studies must ordinarily satisfy the following prerequisites: They must have achieved a general coverage of their major literature at the undergraduate level. A formal survey course, or a sufficient number of courses more limited in scope, passed with distinction, satisfy this requirement.

At least two period and genre courses in the major literature must be included in the student's course record.

Candidates must have acquired an active command of the German language.

Applicants with deficiencies in any of these prerequisites, but with good potentialities for graduate study, may be admitted conditionally, with the understanding that these deficiencies will be eliminated before such students are considered degree candidates in full standing.

The Master of Arts Degree

Candidates for the M.A. in Germanic Studies must normally earn a minimum of thirty credits in courses distributed over the major periods of German literature. These credits must be earned in courses numbered 300 and over. In addition, students are expected to work independently in order to acquire first-hand knowledge of the literary works included in the departmental reading list, designed to fill whatever gaps may remain in the general coverage of their field.

The Master of Arts in Teaching

Candidates for the M.A.T. in Germanic Studies must earn at least fifteen credits in German language and literature. Their program should always include a course in Composition and Conversation. In addition, they are expected to familiarize themselves with those works in the departmental reading list which are designated as required for all degree candidates.

Comprehensive Oral Examination

Upon completion of these course requirements, an M.A. or M.A.T. candidate must pass a comprehensive oral examination, of not more than one hour's duration, to demonstrate mastery of his field, in the following respects: comprehensive knowledge of German literature; a general knowledge of the history of the German language. The examination is focused upon the candidate's course record, with questioning of a more general nature based upon the departmental reading list.

Courses of Instruction

Unless otherwise indicated, all courses are offered in German.

Gm 199—Intensive Reading Course in German (F; 0)

The course prepares a student for either a graduate language reading examination or the standardized Princeton type of test and provides him with the ability to read general or specialized material in his own as well as related major fields. Note: No previous German is required for this course.

Offered Fall, 1972-1973

Robert Cahill

Gm 305—The German Cultural Heritage
(F; 3)

An introduction to the development of ideas and the arts in German-speaking Europe from the Middle Ages to the Classical Age of German Culture. Illustrated lectures and selected readings in German. Discussions in German and/or English.

Offered Fall, 1972-1973

Valda Melngailis

Gm 721—Introduction to Middle High German Literature
(S; 3)

An introduction to the basics of MHG grammar and phonetic changes. A survey of the major genres of MHG literature seen against the religious, philosophical, and social background of the age. Selected readings from *Minnesang* and Gottfried's *Tristan*.

Offered Fall, 1972-1973

Christoph Eykman

Gm 761—Humanism and Reformation
(F; 3)

Close reading of *Ackermann aus Böhmen*, Sebastian Brant's *Narrenschiff*, and Martin Luther's chief writing.

Offered Fall, 1973-1974

Heinz Bluhm

Gm 781—The German Baroque
(F; 3)

A study of the major writers of German literature in the 17th century. Discussion of attitudes, values and styles as reflected in the works of Opitz and the Silesian schools to Grimmelshausen and Gryphius.

Offered Fall, 1973-1974

Valda Melngailis

Gm 799—Readings and Research

By arrangement

The Department

Gm 811—The Enlightenment in Germany
(F; 3)

Presentation of the philosophical background of the Age of Enlightenment (England, France, Germany). 18th century poetics. A thorough study of selected works by Gessner, Gellert, Lessing, Lichtenberg, Wieland, Klopstock and others.

Offered Fall, 1972-1973

Christoph Eykman

Gm 813—Herder
(F; 3)

Reading and discussion of the chief works of one of the most seminal minds of the eighteenth century in Europe and America.

Offered Fall, 1972-1973

Heinz Bluhm

Gm 823—Goethe's Faust I
(F; 3)

A careful study of the first part of Goethe's masterpiece seen against the background of the Faust theme in legend and general literature.

Offered Fall, 1972-1973

Heinz Bluhm

Gm 824—Goethe's Faust II
(F; 3)

A careful study of the second part of Goethe's masterpiece. The intellectual climate out of which it grew. General aspects of Goethe's last years.
Offered Fall, 1973-1974 Heinz Bluhm

Gm 871-872—German Drama of the Nineteenth Century
(F, S; 3, 3)

The evolution of the German drama from Romanticism to Naturalism. The impact of philosophical, social, and political ideas on both the theory and practice of the drama. Reading and discussion of selected plays by such authors as Tieck, Kleist, Büchner, Grabbe, Grillparzer, Hebbel, Ludwig, Anzengruber, Hauptmann, and Wedekind.
Offered 1973-1974 Gert Bruhn

Gm 873—German Lyric Poetry of the Nineteenth Century
(S; 3)

A critical analysis of German poetry from Romanticism to Impressionism. Readings will include such authors as Heine, Mörike, Droste-Hülshoff, Storm, C. F. Meyer, Liliencron, and Dehmel.
Offered Spring, 1972-1973. Gert Bruhn

Gm 903-904—Thomas Mann
(F; 3)

A study of Mann's craft of fiction and his contribution to the modern German novel through a close analysis of his major works. Readings include both novels, such as *Der Zauberberg*, *Felix Krull*, and *Doktor Faustus*, and novels, such as *Tristan*, *Tonio Kröger*, and *Der Tod in Venedig*.
Offered Fall, 1973-1974 Gert Bruhn

Gm 905—Franz Kafka
(S; 3)

An intensive study of Kafka's novels and shorter fiction, with reference to his letters and diaries. The theological, psychological, and political approaches to Kafka's work.
Offered Spring 1972-1973 Valda Melngailis

Gm 907—Bertolt Brecht
(F; 3)

A careful analysis of Brecht's major plays in the light of his theory of the drama. Part of the course will be devoted to Brecht's poetry.
Offered Fall, 1972-1973 Christoph Eykman

Gm 999—Doctoral Continuation

All students who have been admitted to candidacy for the Ph.D. degree are required to register for doctoral continuation during each semester of their candidacy. This registration entitles them to the use of university facilities (library, etc.) and to the privilege of auditing informally (without record in the graduate office) courses which they and their advisers deem helpful. Tuition must be paid for courses formally audited or taken for credit. The fee for doctoral continuation is \$80.00. Doctoral candidates who fail to enroll at the time of registration will be billed.

Faculty

Department of Germanic Studies (Gm)

Professor: Heinz Bluhm (*Chairman*).*

Associate Professor: Christoph Eykman.

Assistant Professors: Gert E. Bruhn, Robert J. Cahill, Valda D. Melngailis.

* On Sabbatical Leave, Spring Semester 1972-1973

Department of History (Hs)

The Department of History offers both the M.A. degree, with and without the thesis, and the Ph.D. degree.

In addition to major concentrations in Medieval History, Modern European History, Russian and East European History, and American History, the department offers supplementary work in Latin American History and Asian History.

Programs have been established in American Studies, in Russian and East European Studies, and in Medieval Studies for those who wish to gain a more comprehensive understanding of the literature, culture, economics, politics, and social institutions of these areas.

The department stresses analysis, interpretation, and evaluation of historical subjects, as well as research which prepares the graduate student for service as a teacher-scholar. Achievement of these goals is arrived at through a program of lecture courses, colloquia, and seminars. Admission to the graduate program is selective, classes are small, and the ratio between students and professor is ideal for graduate training.

Requirements for the Master of Arts Degree

Students accepted into an M.A. program in the Department of History must earn a total of thirty graduate credits, and must meet a distribution requirement for their particular program. They must pass an oral comprehensive examination which is normally taken after the completion of course work. The comprehensive board consists of two faculty members from the major field and one faculty member from a minor field.

All requirements for the M.A. degree, including the thesis, must be completed within five years of the time when graduate courses begin. Students are not allowed to complete the M.A. program by attending only summer sessions but, are required to take a total of at least four courses (12 credits) during the regular academic year.

The Master of Arts in History

This program offers an M.A. with or without a thesis. Able students, particularly those whose ultimate objective is the Ph.D. degree, are encouraged to write a thesis. The thesis counts as six credits toward the M.A. requirements. Interested students must petition the Graduate Committee of the department for admission to the M.A. program with the thesis. Once permission has been granted, formal work on the thesis begins only after the comprehensive examinations are passed.

All candidates for the M.A. in history are encouraged to pursue an individual course of study. In making their selection of courses and seminars,

students are urged to widen their chronological and cultural horizons while deepening and specifying one special field of concentration. Considering these criteria, students must select and complete 18 hours in a major field and 12 hours in a minor field. Available as major or minor fields are Medieval History, Modern European History (encompassing English, Continental Europe, Russian, and East European History), and American History. The minor fields available are Latin American History, and Asian History. Any student whose prior academic preparation is sufficiently developed in some respect as to warrant that an exception be made to the above requirements may, with the consent of their advisor, request the Graduate Committee of the department for permission to substitute a different proportion or variety of courses and fields than those normally required. The opportunity for study in a major or minor field is open to the extent that the department offers sufficient course work in the student's area of interest.

The possibility of study in departments outside of History exists, and with the permission of the Graduate Committee of the department a candidate whose advisor so recommends, may earn as many as six credits in Classics, Economics, English, Political Science, Sociology or other related disciplines. Graduate credits earned in a related discipline will be included in the distribution requirements for the major field.

In addition to the general requirements for the M.A. degree, students in the history program are required to complete History 201, Introduction to Historical Methods (these credits will apply toward either the major or minor field), and a seminar in their major field. They must also write a substantial paper in a graduate course in their minor field. Furthermore, they must pass a foreign language reading examination, either in French, German, or Russian. Another foreign language, when it is directly relevant to the research of the student, may be substituted. Permission for such an exception may be granted by the Graduate Committee of the department.

The Master of Arts in American Studies

American Studies is designed to develop an understanding of the American experience by bringing the student to an integrated holistic confrontation with American culture. The program is extensive in that it allows the student to work in a number of different disciplines and intensive in that the techniques and information which he learns from them are focused upon particular problems in American culture.

American Studies at Boston College is an interdepartmental program leading to the Master of Arts degree. Participating in the program at present are the Departments of History, Sociology, Political Science, and English. The program is administered by a committee composed of representatives from each of the cooperating departments. A two-semester core course required of all the American Studies candidates seeks to bring the broad range of interests of the cooperating departments to bear on American culture in order to show how a good interdisciplinarian would attack themes, problems, and issues, in his chosen field.

Requirements for the Master of Arts Degree

Candidates for the M.A. in American Studies will concentrate in one of the cooperating departments. In addition to 6 hours for the core course, all students will be expected to earn 12 hours in their field of major concentration, 9 hours in a field or fields related to their major interest, and 3 hours for a research paper for a total of 30 credit hours. The required research paper should

demonstrate the student's ability to view some aspect of American culture holistically. The topics will be approved in consultation with the student's advisor and the American Studies committee. (Since students in American studies whose field of major concentration is History must take a research seminar, the research paper requirement may be met within the confines of the seminar requirement.)

The candidate will take an oral comprehensive examination which will be tailored to reflect his capacity to synthesize diverse areas of knowledge and will focus on his major interest. The examining board should consist of at least one member of the American Studies committee.

Admission to American Studies

An applicant for admission to the American Studies program should submit his application to the department of his desired major concentration. Admission of any applicant will be determined both by the major department and the American Studies committee.

The Master of Arts in Russian and East European Studies

The Russian and East European Center at Boston College has been designed in order to encourage students to participate in an interdepartmental program of Russian and East European studies on the graduate level. The Center is supported by the U.S. Office of Education under the National Defense Education Act (Title VI).

The long-range goal of this Center is to coordinate and expand course offerings in Russian and East European history, economics, political science, languages, and philosophy, in order to present students with a wide and varied range of courses in this area of study.

This program is specifically set up to help prepare students for work in government agencies, research, college teaching, and foreign trade.

It should be clear to students entering this program that it is an interdepartmental program. It is in no sense a substitute for departmental requirements. Students must still earn their degrees by meeting their departmental requirements. The certificate from the Center will be granted to students in addition to the degree which they earn in history, economics, political science, languages, or philosophy.

Candidates for the M.A. in Russian and East European Studies without the thesis will earn eighteen hours of graduate study in Russian and East European History, and twelve hours in Economics, Political Science, Sociology, or related fields. Candidates for the M.A. in Russian and East European Studies with the thesis will earn twelve hours of graduate study in Russian and East European History, and twelve hours in Economics, Political Science, Sociology, or related fields. They will write their thesis in the field of Russian and East European History, and members of both the major and minor departments will read the thesis. All other requirements for the M.A. in History will remain in effect.

A mastery of the Russian language is essential, in addition to the knowledge of at least one East European language.

The M.A. thesis must be in a subject from the Russian and East European area of study. Successful completion of a final comprehensive examination is required in order to achieve the graduate certificate from the Center.

Medieval Studies

The Department of History offers opportunity in Medieval Studies for students planning to pursue advanced studies in the medieval field at Boston

College or at other institutions. Students interested in this course of study will be expected to take at least nine hours in Medieval History and at least six hours of graduate study in one of the related areas. The attention of History majors is directed at courses in medieval subjects offered by other departments. These are listed elsewhere in this catalogue. If the student is doing a thesis it will be written under the direction of a member of the History Department, and will be read by a member of the department in the related field of study. In addition to the language requirements of the department, the candidate will be expected to know Latin. All other requirements for the M.A. degree will remain in effect.

The Doctor of Philosophy in History

Advancement to the status of Ph.D. Candidate is attained only after the completion of the M.A. degree, and through formal acceptance by the Graduate Committee of the Department. Acceptance into the program is based upon the committee's judgment of the student's capacity to deal with substantial areas of historical knowledge as well as his ability to make an original and scholarly contribution on a significant subject. Advancement to the status of Ph.D. Candidate is attained only after the successful completion of the comprehensive examination and the approval by the Graduate Committee of the dissertation proposal.

While the basic requirements for the Ph.D. degree may be defined, this degree is not granted for the routine fulfillment of certain regulations nor for the successful completion of a specified number of courses. It is granted for demonstrated mastery of several broad areas of historical knowledge, and for distinctive achievement in a dissertation conspicuous for its original research and scholarship. For these reasons, the subsequent requirements are to be considered minimal and may be modified by the Graduate Committee as individual circumstances warrant.

For students who hold the M.A. degree, a minimum of two full additional semesters of graduate work is required for the doctorate. In this connection, a full semester is ordinarily taken to mean four three-credit courses. At least one year of residence is required during which the candidate must be registered at the University as a full-time student following a program of course work or research approved by the department. Students who wish leaves of absence which carry residence credit should consult the Dean of the Graduate School.

The residence requirement for the Ph.D. degree may not be satisfied by summer session attendance only, nor may a doctoral candidate earn more than eighteen graduate credits toward his degree in summer courses. All requirements for the Ph.D. degree must be completed within eight consecutive years from the commencement of doctoral studies; and the dissertation must be completed within three years after admission to candidacy. Time spent in the armed services is not included within this eight-year period.

For the Ph.D. degree in History, two foreign languages are required. Students who select Medieval History as their major field must pass an additional qualifying examination in Latin. The languages are French, German, or Russian. Exceptions from these languages may be permitted only upon written request of the Graduate Committee of the department. In making its decision, the committee will consider the relevancy of the language to the student's research and to the combination of languages in which the bulk of scholarship is produced.

For the student enrolled in the doctoral program, the department offers three major fields of concentration: Medieval History, Modern European History,

and American History. The attention of the student is called to closely related courses which are given in other graduate departments. Such courses may be taken with the approval of both department chairmen. Candidates for the Ph.D. degree are required to take at least two graduate seminars beyond the M.A. seminar as part of their course requirements.

Before being advanced to the status of Ph.D. Candidate, the student must pass an oral comprehensive examination in his major and minor fields. A student may request to take the comprehensive examination only after he has satisfied the language and residence requirements. The Chairman of the History Department shall present to the Dean of the Graduate School for approval the students who are eligible for this examination, which must be taken within five years from the initiation of doctoral work. Upon failure to pass the comprehensive examination the first time, it may be taken a second time with the approval of the chairman of the department but in no case earlier than the following semester. If the second examination is unsatisfactory, no further trial is permitted.

It should be noted that the comprehensive examination is not restricted to the content of the graduate courses but will be more general in character. While it is expected that the student will have, by the time of his examination, a thorough grasp of the significant factual information of his three fields, the examination is more directly concerned with the maturity of his comprehension of each field as a whole and with his ability to analyze, interpret, and evaluate. The student will also be expected to demonstrate a knowledge of bibliography and an understanding of the broad historiographical problems common to his fields as well as to History in general.

For the comprehensive examination, the student must offer a total of four areas of History. Two of these must be in the area of major concentration; the other two fields must be from each of the two remaining categories:

American History

- American History to 1789
- American History, 1789-1865
- American History, 1865 to present

Modern European History

- Modern Europe, 1789-1914, or 1870-1941
- Europe in the 17th and 18th Centuries
- Renaissance and Reformation to 1648
- Russia from Origins to 1917
- History of Eastern Europe

Medieval History

- Medieval English History to 1485
- Medieval Culture, 4th to 13th Centuries
- Medieval France
- Medieval Political Thought
- Medieval Spain
- Some approved portion of the medieval field

Upon the successful completion of the oral comprehensive examination, the student is advanced to the status of Ph.D. candidate, and may commence formal work on his doctoral dissertation on a subject officially approved by the Graduate Committee of the department and under the direction of a professor designated by the committee.

Prior to the oral defense, the dissertation will be read by at least two other members of the graduate faculty who may offer suggestions. Upon recom-

mendation by the readers, the doctoral dissertation must be defended in an oral examination before a board consisting of the Chairman of the History Department, the readers of the dissertation, and members of the faculty. Upon successful completion of this examination, the Chairman will notify the Dean of the Graduate School that the candidate has completed all requirements for the Ph.D. degree in History.

Courses of Instruction for Graduates and Undergraduates

Hs 301—Modern China: The Ch'ing Dynasty (F; 3)

China's social, political and economic institutions and Western impact during the Ch'ing period (1644-1911).

Silas Wu

Hs 302—Twentieth Century China (S; 3)

Political, social and intellectual developments from 1911 to the present.

Silas Wu

Hs 351-352—Medieval English Constitutional History (F, S; 3, 3)

The emergence and growth of the English polity—its traditions, institutions, and values—from early Anglo-Saxon times to 1485. England's uniquely vigorous combination of increasingly participative institutions within a highly effective central government will be examined with particular attention to relationships to both Continental history and English economic, religious, and cultural history.

Offered biennially, 1973-1974

William Daly

Hs 363-364—Medieval France (F, S; 3, 3)

First semester: from the expansion of the Franks into late Roman Gaul to the end of the Carolingian period. Second semester: from the rise of the Capetians to 1314. A reading knowledge of French, though not required, will significantly enlarge the student's access to scholarly works basic to an understanding of the subject. Major emphasis will be on political and institutional history, but religious, economic, and cultural aspects of French history will also be studied in some detail.

William Daly

Hs 365-366—Spain in the Middle Ages, 711-1516 (F, S; 3, 3)

A survey of medieval Spanish history. First semester: from the collapse of the Roman Empire in Spain to the end of the Caliphate of Cordoba in 1031. Second semester: from 1031 to 1516. Emphasis will be on social and economic developments, Muslim influence on Christian Spain, and the gradual growth of the separate Christian states of the Iberian Peninsula. The main theme is the creation of a land of three religions, Islam, Christianity and Judaism, differing widely from the rest of Western Europe. The literature of the age will be used, as far as possible, as well as political and economic accounts. Reading knowledge of Spanish will be very helpful but is not required.

Offered biennially, 1973-1974

Jocelyn Hillgarth

Hs 371-372—Medieval Church History
(F, S; 3, 3)

The first semester will concentrate on the conversion of Europe (particularly Western Europe) from paganism to Christianity (200-800 A.D.) and will attempt to discover to what type of Christianity Europe was converted and how deep was the conversion. The emphasis will be on widespread conversion, not on the few outstanding personalities or on philosophical ideas. The second semester, covering from about 800 to 1300, will be concerned with the Gregorian reform of the Church, the Crusades, the development of the papal monarchy, that of the monastic and religious orders, including the friars, changes in lay attitudes to religion, the growth of medieval heresy and attempts to combat it.

Jocelyn Hillgarth

Hs 373-374—Intellectual History of Medieval Europe, 200-1300
(F, S; 3, 3)

The development of philosophical and religious thought and its impact on social history. The first semester will concentrate on the transformation of classical thought and the rise of Christian religious philosophy. The second semester, covering from about 1050-1300, will deal with the Gregorian reform of the Church, the rise of vernacular literature, courtly love, monastic and cathedral schools, political thought in the new monarchies, and the universities of the thirteenth century.

Jocelyn Hillgarth

Hs 401—The Renaissance
(F; 3)

A study of the Renaissance, interpreted primarily as an economic, political and cultural phenomenon produced by the revival of antiquity and the Italian genius.

Offered biennially, 1973-1974

Samuel Miller

Hs 402—The Reformation
(S; 3)

A theological study in ecumenical perspective of the Reformation which places about equal emphasis on Martin Luther, John Calvin and the Council of Trent.

Samuel Miller

Hs 404—Urbanization in Pre-Industrial Europe—15th-18th Centuries
(S; 3)

The growth of town life during the late medieval and early modern periods, various patterns of the physical layout of towns, the structures of urban society, the relationship between towns and the surrounding countryside, the causes of different types of urban social conflict.

L. Scott Van Doren

Hs 407—Europe in the 17th Century
(F; 3)

A study of major political trends of the 17th century, with particular reference to Spain, Germany, the Netherlands, and France.

Samuel Miller

Hs 408—Europe in the 18th Century
(S; 3)

A study of the major political trends of the 18th century, with particular emphasis on the traditional monarchy of France, Enlightened Despotism, and the intellectual currents of the Enlightenment.

Samuel Miller

Hs 421-422—Modern English History
(F, S; 3, 3)

Though beginning with a survey of the medieval background, the course will deal primarily with the period from 1485 to the present. Emphasis on politics and constitutional history, but with attention also to social, cultural, and intellectual developments.

Thomas Perry

Hs 425—Britain in the Twentieth Century
(F; 3)

A survey of Great Britain since 1900 concentrating on social and economic history. The course deals with such topics as the decline of Britain's economic superiority, changes in social structure, the rise of the working class, changes in political ideologies, and the growth of the welfare state.

Peter Weiler

Hs 426—History of the British Labour Movement
(S; 3)

This course examines the changes in the position of the working class in British society from the industrial revolution of the 18th century to the present. It will concentrate particularly on the development of trade unionism, socialism, and the Labour party.

Peter Weiler

Hs 431—France in the 19th Century
(F; 3)

The course focuses upon social conflict in France, 1789-1914, with particular attention to the revolutions of 1789, 1848, and 1871. Three novels are used to analyze social conflict: Emile Zola's *Germinal*; Balzac's *Pere Goriot*; and Standhal's *The Red and the Black*. The social position of both the worker and the Jew in French society (and the growth of Socialism and Anti-Semitism) is also discussed. A second major theme is the search for political stability and economic growth. Louis-Napoleon, who provided both, is approached as the highpoint of the 19th century. Some attention is paid to French Art (Realism and Impressionism) during the century.

Michael DeLucia

Hs 432—France in the 20th Century
(S; 3)

This course deals with the impact of three successive wars upon French society and the fissures each created: the Second World War; the Indochina War (1946-54); and the Algerian War (1954-62). Emphasis is placed upon the roots of the 1940 defeat; the rationale behind collaboration with Germany; and de Gaulle's attempt in 1946 at reconstruction. The failure of the French to deal with guerrilla warfare successfully forms the second major topic. Attention is paid to the developments of the Viet Minh in the 1940s; the military defeat at

Dien Bien Phu; and French diplomacy at the Geneva Conference (1945). A third topic analyzes the return to power of de Gaulle in 1958 and the nature of his achievements.

Michael DeLucia

Hs 434—Spain in the 20th Century
(S; 3)

The course will focus on the history of modern and contemporary Spain. Beginning with the proclamation of the First Republic in the 19th century, then turning to the urban insurrection in Barcelona ("The Tragic Week", 1909), the class will concentrate on the issues which led to the outbreak of the Civil War in 1936 and Spain's place in the post-1945 process of European integration.

Peter DeGarmo

Hs 441-442—The Rise of Modern Germany
(F, S; 3, 3)

A survey of the political, cultural, economic, and intellectual factors which contributed to the formation of modern Germany, from Napoleon in 1815 to Hitler in 1945.

Offered biennially, 1973-1974

John Heineman

Hs 451—Eastern Europe between the two World Wars, 1919-1939
(F; 3)

A survey of political, social, cultural and economic developments in Central and Eastern Europe between the two World Wars. The problem of the ethnic minorities and revisionism will be highlighted. The diplomacy of the great powers and the collapse of the East European alliance blocks will be treated in the second half of the course. Particular emphasis will be placed on the powers of the Little Entente: Yugoslavia and Romania.

Radu Florescu

Hs 452—Contemporary Problems in Eastern Europe, 1939 to Present
(S; 3)

A detailed study focusing attention on the course of events in Eastern Europe during World War II. The theme will center upon the collapse of the German Empire, the gradual disintegration of the Soviet Empire, neo-nationalism and the development of polycentrist tendencies within the Romanian, Polish, Hungarian, Czechoslovak and Albanian communist parties. Recent political, cultural, administrative and economic innovations as the role of personalities will be stressed.

Radu Florescu

Hs 455—Russian History from 1801 to 1917
(F; 3)

Major social, economic, and political developments in Russia during the 19th and early 20th centuries up to the Bolshevik uprising.

Raymond McNally

Hs 456—The Soviet Union: 1917 to the Present
(S; 3)

A study of the historical organization and development of the soviet state from the Revolution to 1917 up to now.

Raymond McNally

Hs 461—The Scientific Revolution of the Seventeenth Century
(F; 3)

An intensive historical examination of the development of scientific thought from Copernicus (1473-1543) to Newton (1642-1726), with special attention devoted to the ideas and theories of Kepler, Galileo, Descartes, Newton, and also to a consideration of the causes, meaning, and intellectual impact of the Scientific Revolution.

Edward Collins

Hs 462—The Development of Modern Scientific Thought (1750-Present)
(S; 3)

An historical study of the dominant scientific thinkers and trends in Europe and America from the late eighteenth century to the present, with continuing reference to their cultural, political, social, and economic contexts.

Edward Collins

Hs 463-464—Anglo-French Relations
(F, S; 3, 3)

The diplomatic relations between Great Britain and France from the British severance of the "entente cordiale" with the Orleans Monarchy over the Spanish dynastic issue to de Gaulle's prevention of Britain's bid to join the Common Market in 1963.

Offered biennially, 1973-1974

Leonard Mahoney, S.J.

Hs 465-466—Modern European Diplomatic History
(F, S; 3, 3)

The international relations between the major European powers from the formation of the first *Dreikaiserbund* in 1873 to the genesis of the Cold War.

Leonard Mahoney, S.J.

Hs 469—European Social and Economic History
(F; 3)

The course will examine the changes brought to European life from the 1760s to the 1870s by rapid population growth, the appearance of factory industry, the emancipation of peasant populations of continental Europe, and the gradual transfer of economic and political power from the landed nobility to the middle classes. A paper will be required.

Offered biennially, 1973-1974

Andrejs Plakans

Hs 470—Social Thought in 19th Century Europe
(S; 3)

An intellectual history course examining the attempts of major European thinkers to comprehend the changes brought to European society by the industrial and democratic revolutions of the late 18th century. The course will examine the Enlightenment critics of corporate society, the new defenders of corporatism (Burke, deMaistre), the classical liberals (Mills, Tocqueville), socialists (Utopian socialists, Marx), and the positivist seekers of a science of society (Comte, Spencer). Recommended: Hs 469. A term paper will be required.

Offered biennially, 1973-1974

Andrejs Plakans

**Hs 471-472—Industrial Growth, Agricultural, Modernization
and Social Change in 19th Century Europe**
(F, S; 3, 3)

This two-semester course will have two major themes: the causes, progress, and consequences of European industrialization; and the adjustment of Europe's rural populations and institutions to life in an industrializing continent. The course will cover the period from the mid-18th to the late 19th centuries and will focus on Western Europe, though Eastern European developments will be drawn upon for comparison.

Offered biennially, 1973-1974

Andrejs Plakans

Hs 473—Western Europe in the Twentieth Century
(F; 3)

The course will focus on the political, social and economic history of Western Europe since World War I. Particular attention will be paid to the political and social origins of Fascism, the economic development and recovery after both World Wars, the quest for political stability and the move toward economic and political integration.

Peter DeGarmo

Hs 481-482—Intellectual History of Modern Europe
(F, S; 3, 3)

The first semester examines the philosophical and social ideas which emerged in the late 19th century, and traces the social and institutional impact of these ideas on Europe through World War I. The second semester examines the ideas which become active in post-war Europe, with specific emphasis upon the philosophical and social ideas of Communism, Fascism and Nazism. In both semesters, the readings and discussions will cover a large number of books, including original works of Kierkegaard, Nietzsche, Sorel, Camus and Sartre, and representative novels, plays and scholarly works.

John Heineman

Hs 502—The American Revolution
(F; 3)

The causes and consequences of the American Revolution.

Joseph Criscenti

Hs 507—The Age of Jackson
(F; 3)

A study of the Jacksonian period of American History, with particular emphasis upon the way in which new political ideologies influenced changing patterns of thought in social, economic, and cultural affairs during the 1830's and 40's. Special consideration will be given to historical developments in New England and the Northeast.

Thomas O'Connor

Hs 508—House Divided
(S; 3)

A study of the crisis of the Union, from the close of the Mexican War to the end of the Civil War and the beginnings of Reconstruction. Special attention will be given to the varied causes which brought war about, and to the political and diplomatic considerations which influenced the course of the Civil War.

Thomas O'Connor

Hs 535—The New Deal and World War II
(F; 3)

An examination of the Great Depression and the political, economic and social response to it, followed by an analysis of the causes and consequences of World War II.

Roger Johnson

Hs 536—The United States in the Atomic Age
(S; 3)

An examination of the emergence of the United States as a world leader after World War II, and the domestic political, social and economic tensions that America has experienced since 1945.

Roger Johnson

Hs 541-542—American Social and Cultural History
(F, S; 3, 3)

The development of American Society and Culture from colonial times to the present, including such topics as immigration and the inter-action of ethnic groups, religion, reform movements, science and medicine, education and scholarship, the fine arts, and popular culture.

Janet James

Hs 545-546—American Ideas and Institutions
(F, S; 3, 3)

A history of thought as it has developed within the framework of American society. The course will compare ideas of several distinct kinds: those which have expressed the prevailing ways of each period; those which have offered alternatives; and those which have sought artistically to mirror dreams and realities.

R. Alan Lawson

Hs 551—History of American Foreign Policy 1776-1914
(F; 3)

This course will cover the history and development of the major forces, personalities, and events which shaped an exclusively American foreign policy. Special consideration will be given to interpretation and analysis.

Frank Graff

Hs 552—History of American Foreign Policy 1914 to the Present
(S; 3)

This course will examine modern American diplomacy, the entanglement in world wars, and the attitudes, preconceptions, and prejudices which have led to the American foreign policy of the 1970's.

Frank Graff

Hs 554—The History of American Economic Development
(S; 3)

Beginning with an analysis of the basis for economic growth, the course is organized around a number of topics including the role of agriculture, transportation, commerce, industry, labor, and government in the economic development of the country. Consideration will also be given to the impact and the interaction of economic change on political, social, and cultural developments. Offered biennially, 1974

Allen Wakstein

Hs 556—American Christianity
(S; 3)

The background and basic beliefs of the major Protestant denominations, and a history of the rise of the Catholic Church in the United States. Offered biennially, 1973-1974

John Willis, S.J.

Hs 561-562—A History of Race in America
(F, S; 3, 3)

An exploration into the several concepts of race as an element in American civilization from the colonial period to the present. Topics include Anglo-Saxon superiority, the "white over black" concept, the Indian, ethnic minorities, and anti-immigration, Imperialism and Manifest Destiny, Social Darwinism, fundamentalism, the Yellow Peril and Anti-Semitism. Examination of contemporary literature as well as scholarly works in history, anthropology and political science.

Andrew Bun

Hs 565—The Urbanization of America
(F; 3)

The course is concerned with the concepts of urbanization, the growth of community consciousness, and the basis and process of urban growth and development. Among the topics considered are the origins of cities, urban rivalries, growth of community services, social mobility, metropolitanization, and the social, political, and economic impact of urbanization.

Allen Wakstein

Hs 576—The History of Women in the United States
(S; 3)

A survey of women's role in the home and in the world of affairs from the colonial period to the present, including their contributions to the economic, religious and intellectual life, politics, and reform. Changing popular attitudes toward women and the development of feminist thought will also be considered.

Janet James

Hs 591—The Colonial Period in Latin America
(F; 3)

Indian culture on the eve of discovery, the nature of Spanish and Portuguese imperial rule in the New World, and the impact of Western Civilization on the Indians.

Joseph Criscenti

Hs 592—Argentina, Brazil, and Chile
(S; 3)

The emergence of Argentina, Brazil, and Chile as great powers in South America.

Joseph Criscenti

Hs 723—Medieval English Constitutional History
(F; 3)

The development of the English constitution from 1066 to the beginning of Tudor times. Particular attention will be given to England's uniquely vigorous combination of increasingly participative institutions with a highly effective central government.

William Daly

Hs 734—The Reformation
(S; 3)

A comparison of the theology of Luther, Calvin and the Council of Trent. Outside some initial lectures this course will be conducted on the basis of readings, discussions, reports and the oral presentation of a final paper.

Samuel Miller

Hs 745—France: Bourbon Restoration to the 2nd Empire
(F; 3)

A study of the domestic and foreign policies of the government of Louis XVIII, Charles X, Louis Philippe, Louis Napoleon.

Leonard Mahoney, S.J.

Hs 747—Modern France: The Genesis and Early Decades of the Third Republic to World War I
(F; 3)

A study of selected topics from the domestic and foreign policies of the Third Republic from its inception to the outbreak of World War I, and with consideration of such other factors as ideological currents and colonial interests. Offered biennially, 1973-1974

Leonard Mahoney, S.J.

Hs 751—The Rise of Nationalism in the Balkans, 1804-1914
(F; 3)

A study of the formation of 18th century cultural nationalism. The consequent political upheavals in the early 19th century leading to the formation of independent Balkan states. The problem of irredentism in the late 19th century will be viewed within the framework of the policy of the Great Powers. Serbia, Greece, Romania, Bulgaria and Albania will be discussed.

Radu Florescu

Hs 761—Colonial America
(F; 3)

The political, economic, and social developments of the American colonies from colonization to the mid-eighteenth century.

Joseph Criscenti

Hs 767—The Age of Reform: 1820-1850
(F; 3)

Selected topics of the Jacksonian period, with special emphasis on the historical interpretations of Andrew Jackson and his influence on American history, and on recent trends in historical analysis and scholarship.

Thomas O'Connor

Hs 771—The Civil War
(F; 3)

Selected topics in the Civil War period, with special emphasis on the historical interpretations regarding the background causes of the war, and on recent trends in the historiography dealing with the effects of the Civil War upon American history.

Offered biennially, 1973-1974

Thomas O'Connor

Hs 776—Main Themes in Recent American Thought
(F; 3)

The course will deal with the major currents of ideas that have distinguished various movements and periods since the Civil War and with leading interpretations in the historical literature. Special emphasis will be placed on the dissolution of intellectual systems and efforts within the realms of philosophy, religion, literature, art and social criticism to develop new means of understanding.

R. Alan Lawson

Hs 781—American Political Development Since 1928
(F; 3)

An analysis of recent American political history through an examination in detail of each Presidential election from 1928 to 1968—the candidates, the nominating process, the campaign, the issues, the result, and the ultimate importance of each election.

Roger Johnson

Hs 783—A History of the South, 1887 to the Present
(F; 3)

A political, economic, and social study of the region since Reconstruction, with concentration on the theme of the “Old” ante-bellum South being abandoned for the “New” South. Graduate students or written permission of instructor.

Andrew Buni

Hs 790—American Studies: The Impact of Twentieth Century Wars Upon American Life
(S; 3)

This course will examine the origins of America’s four twentieth century wars—World War I, World War II, Korea and Vietnam—and their impact upon American life. Relatively little attention will be paid to military events, for the major purpose of the course will be to examine the impact of the wars upon American society and culture, literary trends, economic institutions, and national politics.

Roger Johnson

Hs 799—Readings and Research
(F, S; 3, 3)

A study of primary sources and authoritative secondary material for a deeper knowledge of some problems previously studied or of some area in which the candidate is deficient.

By arrangement

The Department

Hs 801—Thesis Seminar
(F, S; 3, 3)

Direction of a research problem.

By arrangement

The Department

Hs 811—Colloquium on Modern Chinese History
(F; 3)

Readings and discussion of major issues in Modern Chinese history.

Silas Wu

Hs 858—Colloquium on Modern Europe
(S; 3)

By means of discussion reports, and some lectures, the colloquium will explore current historical scholarship dealing with issues that pertain to the rise of the modern state in Europe since the French Revolution. The concept Europe is meant here as an inclusive term embracing eastern Europe as well as the traditional area of western Europe. Special emphasis will be placed in topics which require the comparative approach, such as the Palmer "Democratic Revolutions" thesis; varying types of nationalism throughout Europe; the Gershenkron thesis on comparative backwardness and industrialization; and similarities and differences among the European aristocracies. A reading knowledge of foreign languages will be helpful if not required.

Raymond McNally
Andrejs Plakans

Hs 892—Colloquium on Modern United States
(S; 3)

This colloquium will deal with the major writings and recent interpretations of several themes, topics, and periods of modern American history. New areas of historical inquiry such as American urbanization and race relations, and traditional areas such as reconstruction, industrialization, foreign policy, the New Deal, and others will be dealt with.

Allen Wakstein
Andrew Buni

Hs 893—Colloquium in Urban History
(F; 3)

Intensive readings and discussions of the major concepts, themes, and problems of urbanization in the United States.

Allen Wakstein

SEMINARS

Seminars primarily involve original research in a carefully delineated topic. Students must discuss with the professor whether or not they have the necessary background and, where appropriate, the necessary foreign language ability to qualify for admission into the seminar.

Hs 912—Seminar: Ch'ing Documents
(S; 3)

Silas Wu

Hs 921—Seminar: Medieval Historians
(F; 3)

Jocelyn Hillgarth

Hs 926—Seminar: Medieval France
(S; 3)

William Daly

Hs 946—Seminar: Georgian England
(S; 3)

Thomas Perry

Hs 952—Seminar: Contemporary Problems in Eastern Europe
(S; 3)

Radu Florescu

Hs 962—Seminar: Colonial America
(S; 3)

Joseph Criscenti

Hs 968—Seminar: The Age of Reform: 1820-1850
(S; 3)

Thomas O'Connor

Hs 972—Seminar: The Civil War
(S; 3)

Offered biennially, 1973-1974

Thomas O'Connor

Hs 978—Seminar: American Thought
(S; 3)

R. Alan Lawson

Hs 984—Seminar: The South Since Reconstruction
(S; 3)

Offered biennially, 1973-1974

Andrew Buni

Hs 994—Seminar in Urban History
(S; 3)

Offered biennially, 1973-1974

Allen Wakstein

Hs 996—Seminar: Latin American History
(S; 3)

Offered biennially, 1973-1974

Joseph Criscenti

Hs 999—Doctoral Continuation

All students who have been admitted to candidacy for the Ph.D. degree are required to register for doctoral continuation during each semester of their candidacy. This registration entitles them to the use of university facilities (library, etc.) and to the privilege of auditing informally (without record in the graduate office) courses which they and their advisers deem helpful. Tuition must be paid for courses formally audited or taken for credit. The fee for doctoral continuation is \$80.00. Doctoral candidates who fail to enroll at the time of registration will be billed.

Faculty

Department of History (Hs)

Professors: William M. Daly, Raymond T. McNally, Thomas H. O'Connor, Silas Wu.

Associate Professors: Andrew Buni, Joseph T. Criscenti, Radu Florescu, John L. Heineman (*Chairman*), Joceyl N. Hillgarth, Janet James, R. Alan Lawson, Samuel J. Miller, Thomas W. Perry, Allen M. Wakstein.

Assistant Professors: Edward Collins, Peter DeGarmo, Michael DeLucia, Frank Graff, Roger T. Johnson, Leonard P. Mahoney, S.J., Francis Murphy, Andrejs Plakans, L. Scott Van Doren, Peter Weiler.

Department of Mathematics (Mt)

Master of Arts Program

The Department offers two programs leading to the M.A. in Mathematics. In one, twenty-four hours of course work and a thesis are required. In the other, thirty hours of course work and participation in a non-credit seminar (Mt 902-903) are required.

The student may choose either program to fulfill the requirements for the degree. Students in both programs are required to take (or have the equivalent in previous courses) Mt 802-803, Mt 816-817 and either Mt 812-813 or Mt 814-815. Moreover, all students must pass a written comprehensive examination in algebra and analysis. The subject matter for this examination is essentially the content of the required courses.

Each student is required to pass a reading examination in French, German or Russian. This examination is administered by the Department of Mathematics at several times during the year.

Master of Science in Teaching Program

Students in this program are required to take fifteen credits in mathematics including Mt 802-803. In addition, the student must satisfy requirements in the Department of Education. The listings of that department should be consulted for program details.

Other courses, besides those listed below, in the undergraduate catalogue are permitted with consent of the Graduate Committee of the department.

There is no language requirement in this program.

Courses of Instruction

Mt 316—Introduction to Linear Algebra (Honors) (F; 3)

A basic introduction to some of the main notions of linear algebra: vector spaces, linear transformations, matrices, determinants, and inner product spaces. Applications to systems of linear equations. Geometric interpretations will be stressed. This course is designed to introduce the student to abstract algebra in a fairly concrete setting.

Mark B. Ramras

Mt 318—Introduction to Abstract Algebra (Honors) (S; 3)

An introduction to algebraic structures: groups, rings, and fields. Topics include: properties of the integers, cyclic groups, permutation groups, homomorphisms, factor groups, polynomial rings, integral domains and their quotient fields.

Mark B. Ramras

Mt 440-441—Topology I, II (F, S; 3, 3)

The first semester is a course in point set topology and the second semester is a course in algebraic topology.

Topics for the first semester include elementary set theory, metric spaces, topological spaces, connectedness and compactness. For the second semester, topics include an introduction to homology and cohomology theories, discussion

of duality theorems, application to Euclidean spaces, and consideration of the fundamental group.

Harvey R. Margolis

Mt 460—Symbolic Logic
(S; 3)

An introduction to the theory of logic inference and the algebra of logic. Topics covered include the sentential and quantificational calculi, the theory of relations and intuitive set theory.

Louis O. Kattsoff

Mt. 802-803—Analysis I, II
(F, S; 3, 3)

This course is an introduction to abstract analysis. It includes a development of the real number system and a study of continuity and convergence in the setting of a metric space. It also includes a rather general treatment of differentiation and integration, both Riemann and Lebesgue.

Joseph A. Sullivan

Mt 812-813—Functions of Real Variables I, II
(F, S; 3, 3)

Prerequisite: Mt 802-803 or the equivalent.

Metric spaces. Lebesgue integration, absolute continuity and differentiation of functions of bounded variation. Basic results in functional analysis.

Frederick P. Gardiner

Mt 814-815—Theory of Functions of a Complex Variable I, II
(F, S; 3, 3)

Differentiation and integration of a function of a complex variable, series expansion, residue theory. Entire and meromorphic functions, multiple-valued functions. Riemann surfaces, conformal mapping problems.

John H. Smith

Mt 816-817—Modern Algebra I, II
(F, S; 3, 3)

Prerequisite: an introductory course in modern algebra.

This course will study the basic structures of modern algebra from a more abstract point of view than that of Mt 316-318.

John P. Shanahan

Mt 818-819—Abstract Algebra
(F, S; 3, 3)

Prerequisite: Mt 316-318 or the equivalent.

Groups, rings and modules. Homomorphism theorems, chain conditions, semisimplicity. Basic commutative algebra and ideal theory. Field extensions and Galois theory. Other topics as time permits.

William M. Singer

Mt 828-829—Probability I, II
(F, S; 3, 3)

Prerequisites: some Probability and Statistics or consent of Instructor.

The axioms and classical limit theorems of probability. Markov chains. The Poisson process and other stochastic processes. Queues.
Not offered, 1972-1973

Mt 840-841—Topics in Topology I, II
(F, S; 3, 3)

Prerequisite: Mt 440-441 or the equivalent.

Topics to be covered will be at the discretion of the instructor and will depend on the background of the students.

Not offered, 1972-1973

To be announced

Mt 850-851—Differential Geometry I, II
(F, S; 3, 3)

Prerequisites: Advanced Calculus and Linear Algebra.

Topics covered include: plane and space curves, Serret-Frenet formulas, first and second fundamental forms of a surface, principal curvatures, mean and Gauss curvatures of a surface, covariant differentiation and parallelism, connection forms, structural equations, geodesics, isometrics, global surface theory, Riemannian manifolds, tensor fields.

Richard L. Faber

Mt 860—Mathematical Logic
(F; 3)

The propositional calculus. First order theories. Godel's completeness theorem. First order arithmetic. Godel's incompleteness theorem.

Walter J. Feeney, S.J.

Mt 861—Foundations of Mathematics
(S; 3)

Prerequisite: an introductory course in mathematical logic or consent of Instructor.

Topics to be treated in this course will be selected from one or more of the following areas: axiomatic set theory, model theory, recursive function theory.

Walter J. Feeney, S.J.

Mt 870-871—Numerical Analysis I, II
(F, S; 3, 3)

Solutions of algebraic and transcendental equations. Interpolation. Numerical differentiation and integration. Numerical solution of ordinary differential equations. Matrix methods including iterative methods for determining characteristic values of matrices. Harmonic analysis. Some of the numerical methods for the approximate solution of partial differential equations.

Not offered, 1972-1973

Mt 899—Reading and Research
(F, S; 3, 3)

By arrangement

The Department

Mt 900—Thesis Seminar
(F, S; 3, 3)

Problems of research and thesis guidance, supplemented by individual conferences.

By arrangement

The Department

Mt 902-903—Seminar
(F, S; 0, 0)

This is a non-credit course which is required for all candidates for the M.A. degree who do not take Mt 900.

By arrangement

The Department

Faculty

Department of Mathematics (Mt)

Professors: Stanley J. Bezuska, S.J., Gerald G. Bilodeau, Louis O. Kattsoff, René J. Marcou, Joseph A. Sullivan (*Chairman*).

Associate Professors: Rose R. Carroll (*Assistant Chairman*), Augustus J. Fabens, Richard L. Faber, Walter J. Feeney, S.J., John P. Shanahan, John H. Smith, Paul R. Thie.

Assistant Professors: Frederick P. Gardiner, Enrique V. González, Julien O. Hennefeld, Harvey R. Margolis, Mark B. Ramras, William M. Singer.

Department of Nursing (Nu)

Philosophy and Purposes of the Program

The Department of Nursing is guided by the philosophy and purposes of the Graduate School and the School of Nursing at Boston College. The various nursing programs aim to prepare a graduate who can (1) approach clinical and professional problems in a systematic, scientific manner, utilizing a sound theoretical framework for action; (2) define and evaluate nursing practice; (3) critically evaluate relevant concepts from theories in nursing and allied disciplines; (4) contribute to the formulation of theories in nursing using appropriate techniques of measurement; (5) function as a role model in initiating changes in nursing and in health care practice; and (6) collaborate with professional colleagues and citizens in redesigning health care systems.

The Department of Nursing of the Graduate School offers a program leading to the degree of Master of Science. Opportunities are provided for advanced study in four clinical areas of nursing. Medical-Surgical, Community Health, Maternal-Child Health and Psychiatric-Mental Health Nursing. These programs offer preparation in the functional areas of teaching and clinical specialization. In addition, the Maternal-Child Health program, in collaboration with Harvard Medical School, offers a clinical specialty program aimed at preparing nurses for an expanded role in either maternity or pediatric care. Electives are provided in each program and students are encouraged to take advantage of the broad offerings of the University to enrich their own backgrounds.

Departmental Requirements

Students are responsible for meeting the requirements of the Graduate School of Arts and Sciences as indicated in the Graduate School Bulletin. In addition requirements of the Department of Nursing include the following: graduation from an NLN accredited program; cumulative grade of B or over for all baccalaureate courses; two letters of recommendation from former teachers and, if possible, a letter from one who can evaluate the applicant's performance in other than an academic setting; qualitative and quantitative scores from the

Aptitude Test of the Graduate Record Examination; and an interview by a faculty member of the Department of Nursing. The Master of Science degree is awarded upon successful completion of course work and a comprehensive oral examination. A student having a bachelor's degree with a non-nursing major must complete an upper division major in nursing prior to being considered for the Master's program. All candidates for the graduate degree must take a research sequence (a minimum of 6 credits).

Students electing teaching practicum will be required to pay a fee of \$150.00 per course, which includes cost of microteaching experience. These courses are designated in the curriculum listing by an asterisk following the title.

Accreditation

All programs are approved by the Accrediting Service of the National League for Nursing.

Traineeships

National Institute of Mental Health and Public Health Service Traineeships are available to qualified students.

Community Health Nursing

This program offers two areas of specialization (1) Preparation of Community Health Nursing faculty for collegiate schools of nursing; (2) Preparation of Community Health Nursing specialists. The program requires 3 semesters of full time study and a minimum of 36 units for completion. Nursing courses included in the program, in addition to the core courses, are Nu 700, Nu 702, SW 893 and Nu 706. Students desiring preparation for teaching are required to take Nu 791 and Nu 707. Students desiring preparation for specialization are required to take Nu 704. Students have the opportunity to choose six to nine hours of elective courses. Students majoring in Community Health Nursing are required to have a car available for use during field experience. They are also required to be registered in Massachusetts and to carry malpractice insurance.

Maternal-Child Health Nursing

The graduate program in Maternal-Child Health Nursing prepares students for the following responsibilities: (1) specialization in clinical aspects of Maternal-Infant Nursing, (2) specialization in clinical aspects of Nursing of Children, (3) teaching in Maternal-Infant Nursing, (4) teaching in Nursing of Children and (5) expanded role opportunities in maternity and pediatric care.

During the first two semesters all students in the program take the following courses: Nu 740, Nu 741, Nu 742, Nu 795 and Nu 796. During the last two semesters students take concentrated study and clinical practice in the area of their choice. Other courses are elected by students on the basis of need and interest. A total of 48 credits is required for completion of the program.

Macy Program

Boston College School of Nursing—Harvard Medical School Program for Clinical Specialists in Maternity or Pediatric Distributive Care

This program was developed jointly by the Boston College Graduate School and School of Nursing Graduate Program in Maternal and Child Health Nursing; the Harvard Medical School, Departments of Obstetrics and Gynecology

and of Pediatrics; the Boston Hospital for Women; and Children's Hospital Medical Center. Designed to prepare clinical specialists in maternity ambulatory care and pediatric ambulatory care, it is supported by the Josiah Macy, Jr. Foundation. This program has been planned collaboratively by nurses and physicians and will be taught jointly.

The goals of the program are to prepare nurses as clinical specialists in distributive care settings, to prepare nurses and physicians to function as colleagues in a collaborative relationship, and to provide quality health care for families through effecting changes in the system of health care delivery.

CURRICULUM PLAN

First Year

Required Courses for All Students:

Nu 742—Theoretical Frameworks in Nursing (3 credits)

Nu 766—Research in Nursing (3 credits)

Nu 740, Nu 741—Cycle of Family Development (6 credits)

Nu 750-751—Cycle of Human Relations (2 credits)

Required Courses for Maternity Clinical Specialists:

Nu 744-Nu 745—Maternity Science (6 credits)

Nu 755, Nu 756—Maternity Clinical Practicum (6 credits)

Required Courses for Pediatric Clinical Specialists:

Nu 748, Nu 749—Pediatric Science (6 credits)

Nu 757, Nu 758—Pediatric Clinical Practicum (6 credits)

Second Year

Required Courses for All Students:

Nu 754—Seminar on Critical Issues of Health Care Delivery (3 credits)

Nu 752, Nu 753—Dynamics of Human Relations (2 credits)

1 Education Course equivalent to 3 credits

Required Courses for Maternity Clinical Specialists:

Nu 759, Nu 760 Advanced Maternity Clinical Practicum (12 credits)

Required Courses for Pediatric Clinical Specialists:

Nu 761, Nu 762, Advanced Pediatric Clinical Practicum (12 credits)

Electives: 2 courses equivalent to 6 credits

Note: A dagger (†) after a course title indicates that the course is part of the Macy Program.

Medical-Surgical Nursing

Forty-three credits are required which may be completed in three semesters and a summer session of full-time study. Students select a functional major of teaching or clinical specialization. In addition to research courses students are required to take Nu 800, Nu 801, a course in guidance or counseling, and 6 credits in the biological sciences.

Students in the teaching major are required to take Nu 791, Nu 806 and have the opportunity to choose 9 credits of elective courses.

Students in the clinical specialization major are required to take Nu 804 and cognate courses in psychology and supervision. Opportunity is provided to choose 6 credits of electives.

Psychiatric-Mental Health

This four-semester fifty-credit program aims to prepare students to become knowledgeable, skilled practitioners of psychiatric-mental health nursing with the areas of teaching or clinical specialization. The clinical study of the nurse-patient-group-family interactions in institutions and the community, and the examination of the process of instruction, are based on theoretical concepts and principles drawn from education, social and biological sciences and psychiatric nursing. In the second year, a field study completes the requirements for the degree. The program consists of six units in research, six units in sociology, twenty-three units in advanced psychiatric nursing practice and theory and fifteen units of electives.

For the teacher preparation program the Department requires the following: Nu 791, Nu 840, Nu 841, Nu 842, Nu 848, Un 880 and Un 881. A choice of electives is provided.

For the clinical specialist program all of the above courses are required with the exception of Nu 791 and Nu 848, the latter being replaced by Nu 843.

Courses of Instruction

An asterisk after a course title indicates that the course carries a laboratory fee.

Nu 700—Advanced Community Health Nursing I (F; 3)

In depth exploration and re-evaluation of the theories and concepts underlying the practice and process of Community Health Nursing, and intensive study of the dynamics of family and community relationships. Major emphasis is put upon the development of an analytic attitude toward the solution of new and old problems in Community Health nursing practice. Students have the opportunity to become involved in the problem solving process. Group process and mental health concepts are integrated through weekly seminars. Clinical practice is concurrent.

Ann C. Burgess
Judith Serreze

Nu 702—Advanced Community Health Nursing II (S; 6)

In depth exploration and re-evaluation of theories and concepts underlying organization, maintenance and promotion of community health. Major focus is on the contribution of the specialist in community health and community health nursing to the multidisciplinary community health team. This course introduces the nurses' role as health clinician in ecology action, current health legislation, comprehensive health planning, setting standards of health care and evaluation of consumer services. Relevant areas of public health are covered through individual student interests and required papers. Clinical practice is concurrent.

Ann C. Burgess
Judith Serreze

Nu 704—Advanced Community Health Nursing III (F; 6)

Continuation of Nu 700 and Nu 702, which are prerequisites to this course. The focus is on the interdisciplinary approach in a community health

setting. The students are provided opportunity for independent study of the Community Health nurse specialist role in a particular clinical setting.

Nancy Gaspard

Sw 893—Health Management

(F; 3)

A team taught course which includes management, social work, and community health nursing students. Contemporary patterns of public health organization and medical care organization are considered and their implications in terms of medical economics are studied. Programs and plans for this provision of medical and health care for the U.S. are examined and comparisons are drawn with those of other countries. Open to all graduate students.

Nancy Gaspard
Spector, Kaitz

Nu 706—Biostatistics and Epidemiology

(F; 3)

Biostatistics and epidemiology, both essential in problem solving, will be presented as an integrated course. Biostatistics, demography, and epidemiology will be discussed. There will be opportunity for application through planned laboratory experiences in problem solving.

Olive M. Lombard

Nu 707—Seminar and Field Experience in Teaching in Collegiate Schools of Nursing—Community Health Nursing

(F; 6)

Consideration of current trends in the teaching of community health nursing and exploration of the content, process and outcomes. Under preceptor guidance, students have opportunity for formal and informal practice teaching. Nu 700, Nu 792, and Nu 704 are prerequisites for this course. Required for those students selecting teaching preparation.

By arrangement

Janet P. Brown

Un 703—Interdisciplinary Seminar on Community Health

(S; 6)

The focus of this seminar is on the interdisciplinary and problem-solving approach to such contemporary issues as drugs, urban education, health insurance, housing, family disorganization. Students will have the opportunity to select and explore problems of interest to them in small interdisciplinary teams. Student enrollment restricted to insure equal representation of the various schools.

Open to all graduate students

Ann C. Burgess and others

Un 701—Crisis in Family and Community

(S; 3)

This interdisciplinary course is open to students of other schools and departments of the University interested in crisis in the family and the community. Current issues relevant to crisis will form the basis for discussion. Guided study and discussion of significant problems will be provided by resource participants from health services, education, law management, social work. Emphasis will be on identification of the crisis, assessment, intervention techniques and management.

Open to all graduate students

To be announced

Nu 740—Cycle of Family Development—Part I†
(F; 3)

The course presents current theories concerning growth and development of the individual within the family setting from birth through death. Theories are presented within four major frameworks: cognitive, psychosocial, cultural and maturational. Part 1 focuses on development of the child through adolescence, utilizing a multidisciplinary approach to the study of the individual in his family. Experience with children in selected settings provides opportunity to develop skill in observing, recording and interpreting behavior.

Shirley Guenthner

Nu 741—Cycle of Family Development—Part II†
(S; 3)

Prerequisites: Nu 740 or permission of Instructor.

In this course the focus shifts from the individual (young adult) to the family, beginning with the establishment phase, exploring in depth the problems of family development during childbearing and childrearing, and concluding with the completion of the life cycle for the family and the individual. Clinical experiences include observations of young adults and opportunities to assess families' growth and development in order to plan and implement nursing intervention.

Shirley Guenthner

Nu 742—Theoretical Framework in Nursing†
(S; 3)

This course is designed to introduce the student to the issues, problems and processes of theory development in nursing. Content includes concepts about theories and theory formation, analysis of the present state of theory development in nursing, evaluation of some existing theoretical frameworks in nursing and application of theoretical models to nursing practice. The course is part of the core content in Maternal and Child Health Nursing and is basic to the more intensive clinical work of the second year.

Shirley Guenthner

Nu 743—Seminar and Practicum in Maternal-Infant Nursing*
(F; 6)

Prerequisites: Nu 740, Nu 741, Nu 742.

This course is planned according to the student's background in nursing practice and level of experience. The major objective is the development of higher level competencies in Maternal-Infant Nursing. The weekly seminar focuses on discussion of major issues in the provision of health services for the child-bearing population. Clinical experiences include opportunities to work with both families and groups of families.

By arrangement

Shirley Guenthner

Nu 744—Maternity Science†
(F; 3)

Physiological and anatomical changes that accompany puberty, menarche, pregnancy, and lactation. Review of general principles of genetics and embryology. Focus on physical assessment with recognition and assessment of early deviations. Methods for diagnosis and management of normal pregnancy.

Jo Ann Eckels

John Leventhal (H.M.S.)

Nu 745—Maternity Sciencet
(S; 3)

A consideration of the biologic, environmental, and personal variables underlying disturbances of function. Problems of growth, development and maturation, such as diseases and disorders of the newborn, problems of sexual development in childhood and adolescence; problems related to marriage, the family and society; impact of social change on family size and structure; family planning and population control; venereal diseases; problems of the menopause.

Jo Ann Eckels
John Leventhal (H.M.S.)

Nu 746—Seminar and Practicum in Nursing of Children*
(F; 6)

Prerequisites: Nu 740, Nu 741, Nu 742.

This course is planned according to the student's background in nursing practice. The major objective is the development of higher level competencies in the nursing care of children of various ages. The weekly seminar focuses discussion on the preventative, restorative, and terminal components of the nursing care of children and their families. Clinical experience includes opportunity to work with children and families in the child-rearing cycle during periods of stress, illness and separation.

By arrangement

Frances Melia

Nu 747—Advanced Seminar and Practicum in Nursing of Children*
(S; 6)

Prerequisites: Nu 740, Nu 741, Nu 742, Nu 746.

This course is intended for students selecting clinical specialization. The aim is to develop the knowledge, skills and attitudes necessary to assume the functions and responsibility of the clinical specialist. The student may choose to provide care to groups of children and their families or design a special project to investigate a particular aspect of pediatric nursing. In the seminar component of this course, the content is selected in accordance with the needs and interest of the student.

By arrangement

Frances Melia

Nu 748—Pediatric Sciencet
(F; 3)

Study of the physiological and anatomical development of infants, toddlers, preschoolers, school age children, and adolescents. Review of general principles of genetics and embryology. Methods of diagnosis and management of well child health supervision.

Frances Melia
Melvin Levine (H.M.S.)

Nu 749—Pediatric Sciencet
(S; 3)

A consideration of the biologic, environmental, and personal variables underlying disturbances of function. The common health problems of infancy, childhood and adolescence. Methods of diagnosis and management of common health problems.

Frances Melia
Melvin Levine (H.M.S.)

Nu 750—Dynamics of Human Relations†
(F; 1)

Participation in a group learning experience to understand the dynamics of peer relations, to learn how to identify group norms, and to deal with behavior modification via group technique.

Teresa Chopoorian

Nu 751—Dynamics of Human Relations†
(S; 1)

Prerequisite: Nu 750.

Participation in a group learning experience to continue understanding the dynamics of group norms. The focus shifts from identification of group behavior to the components of leadership techniques in group work.

Teresa Chopoorian

Nu 752—Dynamics of Human Relations†
(F; 1)

Prerequisites: Nu 750, Nu 751.

Continuation of leadership training experiences in the form of participation in a weekly seminar concerning the problems of role definition as the nurse works out some practical day-to-day operational task-oriented problems as part of the educational experience.

Teresa Chopoorian

Nu 753—Dynamics of Human Relations†
(S; 1)

Prerequisites: Nu 750, Nu 751, Nu 752.

Continuation of focus of Nu 752 with beginning reinforcement of ability to assume new roles in nursing. The group will consider role change from graduate student to graduate of a program.

Teresa Chopoorian

Nu 754—Seminar on Critical Issues of Health Care Delivery†
(F; 3)

Community and social organization including the development of understandings of the political forces operative, of cultural influences on health attitudes and behavior, of the dynamics and means of social change, and of the nurse's role in participation for change.

Teresa Chopoorian
Howard Jacobsom (H.M.S.)

Nu 755—Maternity Clinical Practicum†

This practicum is devoted to the clinical components of Nu 744 and Nu 740. Experiences are planned with children and families in selected settings to provide opportunity for development of competencies in interviewing, observing, recording, and interpreting. Sessions are planned to introduce students to a holistic view of the delivery of maternity care—inpatient services, neighborhood health centers, ambulatory services and private group practices.

By arrangement

Jo Ann Eckels

Nu 756—Maternity Clinical Practicum†
(S; 3)

This practicum is devoted to the clinical components of Nu 745 and Nu 741. Experiences are arranged to assess a family's growth and development in

order to plan effective nursing intervention in the care of a pregnant family in the antepartum, intrapartum and postpartum periods. Opportunity is provided for assessment of pregnant women at different stages of the childbearing cycle.
By arrangement Jo Ann Eckels

Nu 757—Pediatric Clinical Practicum†
(E; 3)

This practicum is devoted to the clinical components of Nu 748 and Nu 740. Experiences are planned to focus on skill development in health assessment of infants, toddlers, preschoolers and their families. These experiences include opportunities for the development of competencies in interviewing, observation, recording, and interpretation. Sessions are planned to introduce students to a holistic view of the delivery of pediatric care—inpatient services, neighborhood health centers, well child conferences, ambulatory services, and private group practices.

By arrangement

Frances Melia

Nu 758—Pediatric Clinical Practicum†
(S; 3)

This practicum is devoted to the clinical components of Nu 749 and Nu 741. Experiences are planned to develop skills in the health assessment of school age children and adolescents as well as to do complete health assessments of children in various age groups. Experiences are arranged to assess a family's growth and development in the child-bearing period.

By arrangement

Frances Melia

Nu 759—Advanced Clinical Practicum Maternity†
(F; 6)

The focus of the practicum is for the nursing student to participate with the physician in the delivery of primary health care to mothers in the childbearing period. Experiences are planned in order for the nursing student and the physician to assess, plan, and manage the primary health care services to mothers in the childbearing period by joint planning, coordination of services, consultation, and referral. Experience settings are in group practices such as ambulatory clinics, neighborhood health centers, or private group practices. A seminar is held weekly to integrate theoretical and clinical experiences and to consider research findings pertinent to maternity care.

By arrangement

Jo Ann Eckels

Nu 760—Advanced Clinical Practicum Maternity†
(S; 6)

The focus of this practicum is to encompass the teaching and research activities of the clinical specialist. Within the same clinical setting and experience that was described for Nu 759, the student will begin to assume a more direct teaching activity to other students, or health workers in the setting. Teaching responsibilities are an extension of patient care and service responsibilities.

By arrangement

Jo Ann Eckels

Nu 761—Advanced Clinical Practicum Pediatric†
(F; 6)

The focus of this practicum is the participation of the student in well child supervision and in the identification and management of children with common health problems by joint planning, coordination of services, consultation, and referral with physicians in a group practice setting such as ambulatory

clinics, neighborhood health centers, or private group practices. The weekly seminar integrates theoretical and clinical experiences and considers research findings pertinent to pediatric care.

By arrangement

Frances Melia

Nu 762—Advanced Clinical Practicum Pediatric†
(S; 6)

This practicum encompasses the teaching and research activities of the clinical specialist. Within the same clinical setting and experiences described in Nu 761 the student begins to assume a more direct teaching activity to other students and health workers in the setting. Teaching responsibilities are viewed as an extension of responsibilities for patient care and services.

By arrangement

Frances Melia

Nu 765—Advanced Seminar and Practicum in Maternal-Infant Nursing*
(S; 6)

Prerequisites: Nu 740, Nu 741, Nu 742, Nu 743.

This course is intended for students selecting clinical specialization. The aim is to develop the knowledge, skills and attitudes necessary to assume the functions and responsibilities of the clinical specialist. The student may choose to care for groups of families with special health needs or to design a project to investigate a specific clinical problem in Maternal-Infant Nursing. Content in the seminar is selected to meet the needs and interest of the students.

By arrangement

Shirley Guenthner

Nu 766—Research in Nursing
(F; 3)

Introduction to research methodology, vital statistics, and epidemiology. Content includes identification of researchable clinical problems, selection of appropriate methodology, use of measurement tools, responsibility of the practitioner for research, use of research results in clinical practice, and understanding the community through use of vital statistics and the tools of epidemiology.

To be announced

Nu 767—Clinical Practicum in Cycle of Family Development
(F; 3)

This practicum is devoted to the clinical components of the core courses offered in the first year. Experiences are planned with children and families in selected settings to develop greater competency in assessing health needs of individuals and families.

By arrangement

Shirley Guenthner

Nu 768—Independent Study or Directed Study
(F, S; 3, 3)

Under direction of the Faculty, exceptionally talented students have the opportunity to strengthen their mastery of a particular subject in nursing, to study intensively a specific problem related to research, to further develop and test a theory of nursing or explore a special area of interest. The student must submit a proposal for approval by the department prior to registration for credit.

By arrangement

Maternal-Child Health Department

Nu 772—Clinical Practicum in Cycle of Family Development
(S; 3)

This practicum continues the experiences begun in Nu 767 and provides opportunity for developing greater competency in delivering health care to families.

By arrangement

Shirley Guenther

Nu 790—Perspectives in Nursing
(F; 3)

Trends and issues in the organization and delivery of health services, nursing and nursing education.

Anne Kibrick

Nu 791—Curriculum Development in Nursing Education
(S; 3)

Development of educational objectives, selection of learning experiences, concepts of curriculum organization, sequence and evaluation in curriculum planning.

Anne Kibrick

Nu 795—Research Methods
(F; 3)

Prerequisites: consent of Professor. To be taken in sequence with Nu 796.

An introduction to the major methods employed in the scientific investigation of nursing problems. The aim of the course is to develop the ability to obtain, analyze, interpret and report pertinent data.

Dorothy J. Walker

Nu 796—Research Seminar
(S; 3)

Prerequisites: Nu 795. To be taken in sequence with Nu 795.

Directed group research experience in the problem area identified in Nu 795.

By arrangement

Dorothy J. Walker

Nu 800—Clinical Practicum in Medical-Surgical Nursing
(F; 5)

Selected theories and their application to nursing are considered. Opportunity is provided, through care of medical-surgical patients, to assess and refine one's understanding of the nursing process.

By arrangement

Mary F. Calnan
Bernadette P. Hungler
Amy J. Joyce

Nu 801—Clinical Practicum in Medical-Surgical Nursing II
(S; 5)

Prerequisite: Nu 800.

A continuation of Nu 800. Exploration and application of concepts from the areas of physiology, psychology, sociology, and education occur. Each student is required to investigate a clinical problem.

By arrangement

Mary F. Calnan
Bernadette P. Hungler
Amy J. Joyce

Nu 804—Clinical Practicum in Cardiovascular Nursing*

(F; 6)

Prerequisites: Nu 800 and Nu 801.

An intensive study of the problems confronting patients with cardiovascular disease and the concomitant nursing implications. Students are given the opportunity to develop health care plans based upon an understanding of these problems and to actualize these plans in rendering nursing care. Students will also analyze the evolving role of the nurse specialist through association with practicing nurse clinicians, seminar discussions, and selected clinical projects.

By arrangement

The Department

Nu 806—Teaching Practicum in Medical-Surgical Nursing*

(F; 6)

Prerequisites: Nu 800 and Nu 801.

Field experience in teaching in selected schools of nursing and/or community agencies. This experience includes observation, practice teaching in the clinical area of specialization, a unit on evaluation techniques, and participation in overall faculty activities. Seminars are held weekly.

By arrangement

Mary F. Calnan
Bernadette P. Hungler
Amy J. Joyce

Nu 840—Advanced Theory and Practice in Psychiatric Nursing I*

(F; 5)

Provides experience in the practice of psychiatric nursing within a hospital setting with individual patients and groups. There are initial experiences in the area of clinical assessment and work with families. Individual and group supervisory conferences focus upon discussion of student experiences and interactions with patients and the clinical staff. Emphasis is placed on clarifying conceptual models of practice relevant to clinical problems and various therapeutic techniques. Weekly seminar discussions focus upon systems of psychotherapy and their relevance to psychiatric nursing practice. Clinical time is approximately 15 hours per week.

Carol R. Hartman

Nu 841—Advanced Theory and Practice in Psychiatric Nursing II*

(S; 6)

Prerequisite: Nu 840.

Nu 841 continues the experiences of Nu 840 with increased responsibility for more complex case management being assumed by the students. Seminar discussions continue to focus on models of psychotherapeutic practices. Clinical time is approximately 18 hours per week.

Carol R. Hartman

Nu 842—Advanced Theory and Practice in Psychiatric Nursing III*

(F; 5)

Prerequisites: Nu 840 and 841.

Nu 842 provides experiences in the practice of psychiatric nursing in community mental health centers. Therapeutic approaches to families, children and groups are emphasized. There is comprehensive supervision of these experiences. In addition there is introductory work to mental health programming and consultation. Seminar discussions focus on principles and concepts relevant to community structure and functioning which influence and develop nursing programming and practices. Clinical time is approximately 15 hours per week.

Melva Jo Hendrix

Nu 843—Advanced Theory and Practice in Psychiatric Nursing IV*
(S; 7)

Prerequisites: Nu 840, 841 and 842.

Nu 843 is a continuation of Nu 842 with increasing responsibility being assumed by students to manage more complex problems. This course is required for all clinical specialists. Clinical time is approximately 21 hours per week.

Melva Jo Hendrix

Nu 848—Seminar and Field Experience in Teaching Psychiatric Nursing*
(S; 4)

Prerequisites: Nu 840, Nu 841, and Nu 842.

Nu 848 provides an opportunity to utilize, examine and evaluate the knowledge and skills acquired during previous 3 semesters within the context of teaching psychiatric nursing to pre-baccalaureate students. Selected experiences are examined in terms of the dynamic relationship among student behaviors, instructional responses, and learning outcomes. Discussion about the formulation of teaching objectives are concerned with elements of the learning environment, elements of the teaching process and psychiatric content applied to nursing. Required for those students selecting teaching preparation.

By arrangement

To be announced

**Nu 850—Directed Studies in Early Child Development and Programs
of Prevention for Children at Risk I***
(F; 3)

Provides observational experiences and reading direction to students interested in utilizing developmental theories and observational data on children 0-5 years of age in the planning of meaningful programs of nursing practice which offset or reduce the risk of this age group developing abnormally either physically or behaviorally. This semester focuses on a survey of theoretical models of development useful to the interpretation of child and family observations. Laboratory and seminar experiences to be arranged.

Enrollment limited

Carol R. Hartman

**Nu 851—Directed Studies in Early Child Development and Programs
of Prevention for Children at Risk II***
(S; 3)

Prerequisite: Nu 850.

Nu 851 continues the experiences in Nu 850 with particular emphasis placed on the conceptualization of programs designed to detect, define, prevent, treat and/or rehabilitate children and families at risk.

Enrollment limited

Carol R. Hartman

Nu 852—Clinical Study, Psychiatric-Mental Health Nursing
(F; 0)

Independent study carried out by each student in the Psychiatric-Mental Health Nursing Program for completion of degree requirements. Second year students define their problem and gather the necessary data to elaborate their investigation. Guidance is provided by the Psychiatric-Mental Health Nursing Faculty.

Carol R. Hartman
Melva Jo Hendrix
and others

**Nu 853—Clinical Study, Psychiatric-Mental Health Nursing
(S; 0)**

Completion of the study and its approval by faculty advisor. Seminar presentation of study.

Carol R. Hartman
Melva Jo Hendrix
and others

**Un 882—Behavior and Drugs: An Introduction to Psychopharmacology
(S; 3)**

A guided T.V. lecture series designed to introduce students to the basic questions related to the study of drugs and their influence on human behavior. The lectures televised are presented by outstanding researchers in the area of drugs and behavior. An instructor will provide guidance in the interpretation of the lectures and direction in the readings. The series is designed to provide basic knowledge about drugs to students of human behavior who are interested in the pharmacological approaches to modify human behavior. Strong emphasis is placed on the present clinical use of drugs in the area of psychiatric disturbances. Open to seniors and graduate students.

Carol R. Hartman and Staff

**Un 880—Modern Sociology: An Introduction
(F; 3)**

This course covers a number of sociological concepts and findings pertaining to such topics as role, norms, social class, social deviants, processes of socialization and a functional analysis of social systems. The large, urban, public mental hospital, e.g., its internal organization, distribution of roles and powers, selection and education of personnel, the kinds of patients served in terms of social class—will be the primary source of material used to illustrate general social concepts and distinctions. Students are encouraged to begin to apply sociological perspectives to the field situations where they pursue clinical studies. A term paper is required in which students undertake an independent area of study pertaining to the organizational problems in mental health services and utilizing concepts and readings from the course. Open to all graduate students.

Myron Shariff

**Un 881—Sociological Perspectives on Issues of Community Mental Health
(S; 3)**

This course includes an analysis of social forces leading to the current emphasis on community psychiatry and community mental health; issues in the development of new institutional structures to meet community needs; changes in professional role definitions connected with current trends; studies of familial determinants of deviance; ethnic and social class influences on attitudes toward "mental health and illness." The course also includes some consideration of similarities and differences among various partially stigmatized groups such as mental patients, blacks, women and youth in a climate of rising expectation and concerns about increased participation in decision-making on the part of those affected. An independent term paper is required. Open to all graduate students.

Myron Shariff

Faculty

Department of Nursing (Nu)

<i>Professors:</i>	Anne Kibrick (<i>Chairman</i>).
<i>Associate Professors:</i>	Ann C. Burgess, Mary F. Calnan, Nancy Gaspard, Carol Hartman, Bernadette P. Hungler, Dorothy J. Walker.
<i>Assistant Professors:</i>	Teresa J. Chopoorian, Shirley Guenthner, Melva Jo Hendrix, Amy J. Joyce, Frances Melia, Ruth A. Strebe*.
<i>Adjunct Assistant Professors:</i>	Janet Brown, JoAnn Eckels.
<i>Instructors:</i>	Eileen Hodgeman, Judith Serreze.
<i>Lecturers:</i>	Olive M. Lombard, Myron Shariff.

* Sabbatical, 1972-1973

Department of Philosophy (Pl)

Departmental Program

Philosophical study at Boston College provides the opportunity for open-minded inquiry and reflection on the most basic questions that concern man and the ultimate dimensions of his world. In this quest for new and fuller meanings, the philosophy offers a balanced program of courses allowing for concentration in the following specialized areas: American philosophy, contemporary continental philosophy, medieval philosophy, philosophy of religion, social and political philosophy, and Russian philosophy. Special attention is directed to the Russian philosophy and philosophy of religion programs. Interested students should secure descriptive literature on these programs from the department.

In addition to these areas of specialization, there is considerable provision made for inter-disciplinary programs in cooperation with other graduate departments in the University. The range of courses available, both within the department and elsewhere, allows the student considerable flexibility in planning a highly individualized and personal program of study geared to his own major interests. Small seminar-type classes are the rule, and students are encouraged to initiate and complete independent and original research projects.

The department is extremely selective in its admission requirements. Each year only twelve students are admitted into the doctoral program; all must be full-time degree candidates and no students are admitted who are seeking a terminal M.A. degree. All applicants for admission, except foreign students, must take the Graduate Record Examination and have the scores sent to the department.

Two years of full-time residence are required of all candidates; students will be expected to take a preliminary examination at the end of the first year of study, and all comprehensive examinations must be completed by the end of the second year. Students must also pass proficiency examinations in two modern languages prior to the second year of graduate study. French and German are the usual languages required of doctoral candidates but, with department approval, other languages may be substituted if they are more appropriate to the candidate's field of specialization.

Financial Aid

The University welcomes applications for the following programs of aid: University Fellowships (\$2500); Teaching Fellowships (\$3000); Research Assistantships (\$2000).

All fellows and assistants are exempt from payment of tuition. Various programs of financial aid are available during the summer. Ordinarily all students who are admitted will qualify for some form of financial assistance.

Courses of Instruction

PI 315—Aristotle (S; 3)

Beginning with the emergence of a distinctive philosophical mode of inquiry among the Presocratics, this course will trace the growing challenge, especially as posed by the doctrines of Plato and Aristotle, to the "common sense" and literary conceptions of man and reality in the ancient Greek world. The content of the other important schools of philosophy will also be treated, as well as the development of Neo-Platonism in the Roman Empire. An attempt will be made to assess the role of wisdom in the ancient Greek world, as well as to indicate some ways in which this heritage is operative in the works of contemporary thinkers. This course will center on the writings of the Greek philosophers themselves, and some instruction in philosophical Greek will be given to enable the student to appreciate first hand how the Greeks formulated their own thoughts.

Stuart B. Martin

PI 320-321 (CI 210-211)—The Early and Middle Dialogues of Plato: The Socratic Problem (F, S; 3, 3)

Reading (in translation) and discussion of the Dialogues to and including the *Republic*. A serious effort will be made to distinguish Socratic and Platonic Elements in them.

By arrangement

Joseph P. Maguire

PI 325-326 (CI 212-213)—The Young Aristotle (F, S; 3, 3)

Reading and discussion of the fragments in their relation to Plato and the Academy, on the one side, and, on the other, to Aristotle's own treatises on ethics, psychology, physics and ontology.

By arrangement

Joseph P. Maguire

PI 335—Platonic Dialogues (F; 3)

A close study of the major dialogues concentrating on Plato's views on man, knowledge and being.

Offered Spring 1973

Gerard C. O'Brien, S.J.

PI 354—The Christian Philosophy of Thomas Aquinas (F; 3)

A detailed examination of Aquinas as a 13th century mediaeval theologian confronting the key issues of his time and an assessment of trends in Contemporary Thomism.

Norman J. Wells

PI 360—Medieval Humanism
(S; 3)

An examination of the life, the times and the teachings of this famous 12th century mediaeval master.

Norman J. Wells

PI 419—Kant and Hegel
(S; 3)

An analysis and comparison of the major themes in Kant and Hegel.

Joseph L. Navickas

PI 421—Nietzsche-Prophet of Nihilism
(S; 3)

An introduction to the central ideas of this highly controversial philosopher. The standard interpretation of Nietzsche as the prophet of twentieth-century nihilism will be followed by an examination of the original and distinctive interpretation made by Heidegger.

Jacques M. Taminiaux

PI 423—Introduction to Analytic Philosophy
(F; 3)

The main movements in Analytic Philosophy will be presented in their historical development. The philosophy of G. E. Moore, the Logical Atomism of Russell, the Logical Positivism of Ayer and Carnap, Wittgenstein and Ordinary Philosophy will be treated in lectures and discussion.

Richard T. Murphy

PI 425—Philosophical Methods
(F; 3)

The course is concerned with the basic modes of procedure employed by the leading thinkers since Descartes. The emphasis is on the relevant fact that the method employed has a decisive impact on the formulation, elaboration, and solution of philosophical problems. Two fundamental methodologies will be distinguished: (1) *the object-centered methodology* (realist, empiricist, and experimentalist) and (2) *the subject-centered methodology* (rationalist, existentialist, intuitivist and emotivist). Presuppositions, conditions, and techniques involved in such methodical procedures will be examined. The course deals with the methods themselves, and not with their evaluation or justification. What is novel in the course is the attempt to treat the questions of the method as the central problem of modern philosophy.

Offered, Fall 1973

Joseph L. Navickas

PI 426—Three Existential Philosophers
(S; 3)

This course will expose and analyze the Existential Philosophies of three major thinkers in the field of Existentialism: Heidegger, Sartre, and Marcel. Lectures and discussions will be held on the major works of these men and student reports will be given on some of the significant works of these philosophers.

John P. Rock, S.J.

PI 427—Existential Psychology
(F, S; 3, 3)

This "Third Force" in psychology is not preoccupied with behavioristic structures and classical psychoanalytical theory. Influenced by the philosophies

of existentialism, it is concerned with human potentialities such as love, self-actualization, ego-transcendence, liberty, responsibility, psychological health, etc.
Daniel J. Shine, S.J.

PI 428—Contemporary Structuralism and Anthropology
(S; 3)

This course will consider the works of some of the contemporary structuralist thinkers, particularly the anthropology of Claude Levi-Strauss, and the relation of structuralist philosophy to phenomenology, psychology, and literature.
Gerard C. O'Brien, S.J.

PI 430—Introduction to Phenomenology
(F; 3)

Husserl, Heidegger, Sartre and Merleau-Ponty will be examined. A critical analysis of the limits of phenomenology will be made.
David M. Rasmussen

PI 431—Philosophy of Karl Jaspers
(F; 3)

The course examines Jaspers' idea of philosophy. It seeks to investigate the meaning and functions of the crucial concepts of *Existenz*, Encompassing, Reason, Philosophical Faith, Ultimate Situation, Cipher, and Foundering. The course aims also at a better understanding of the relation between Jaspers' views and those of Kant, Kierkegaard, Nietzsche.

Joseph L. Navickas

PI 440—Existential Humanism
(S; 3)

The existentialists have presented a dramatic picture of man's struggle for meaning in life in a technologically dominated society and in a nuclear age. This picture will be examined in the essays and, above all, in the novels and plays of such authors as Kierkegaard, Jaspers, Marcel, Sartre, and Camus.

Richard T. Murphy

PI 445—The Origins of American Pragmatism
(F; 3)

A critical account of the philosophical views of Peirce and James, with an accent on the link between Pragmatism and the two more contemporary movements of Phenomenology and Linguistic Analysis.

Richard M. Stevens, S.J.

PI 450—Phenomenology and Intersubjectivity
(F; 3)

Communication between persons, dialogue, love—these are major categories in any attempt to analyze the roots of the social conflicts that beset the twentieth-century world. This course will examine the widely different attempts made by contemporary phenomenologists to explore the extent and limits of interpersonal relationships.

Offered, Fall 1973

Thomas J. Owens

PI 455—Kierkegaard and Nietzsche
(F; 3)

This course will study the life and thought of these two leading thinkers of the nineteenth century, who have had such an important influence on con-

temporary thought. There will be lectures on the key ideas of their thought and also classroom analysis of some of their important works. This course can be very helpful as a prelude to any courses on Existentialism.

John P. Rock, S.J.

PI 457—Phenomenology and William James
(S; 3)

An analysis of the influence of William James' thought in the development of the phenomenological movement.

Offered, Spring 1974

Richard M. Stevens, S.J.

PI 459—Whitehead's Process Philosophy
(S; 3)

A study of the philosophy of Alfred North Whitehead. The aim of the course will be to balance a reading of Whitehead's metaphysical writings with an examination of his work in such practical fields as education and religion.

Offered, Spring 1974

Brian J. Cudahy

PI 501—Marx and Schelling as Metaphysicians of Nature
(F; 3)

Marx wrote his doctoral dissertation on philosophy of nature. If he returned to the subject it was only indirectly through *Capital*. F. W. Schelling's dialectic of nature served as a link between the subjective dialectic of Fichte and the Absolute dialectic of Hegel. This course describes and analyzes the complex relationships between these four philosophers with main emphasis on how Marx' view of the universe faithfully reflects both the influence of Schelling on him and his effort to overthrow what he saw as Schelling's idealism.

Thomas J. Blakeley

PI 502—Pre-Marxist Russian Philosophy
(F; 3)

The course provides an historical survey of the various doctrines, insights, and trends in the pre-revolutionary Russian thought. A special attention will be given to the philosophy of Skovoroda, Chaadaev, Herzen, Dostoevsky, and Solovyov.

Joseph L. Navickas

PI 503—Seminar In Marxism
(S; 3)

This course is to be composed of a selected group of students approved by the professor after a preliminary personal interview. Papers will be presented by the students on such topics as: Humanism and the Young Marx; Philosophy of Labor; Matter and Motion; Marx and Metaphysics.

Frederick J. Adelman, S.J.

PI 504—Marx and Social Philosophy Today
(S; 3)

This is a cooperative, experimental course which combines the specializations of various members of the Department in order to arrive at a synthetic view of where contemporary social philosophy is going. The course will deal with Hegel, Marx, Engels, dialectical materialism, neo-Marxism, and current efforts at authentic social theory.

The Department

PI 505—Man and History: Marx and Sartre
(S; 3)

The origins of Marx' notion of man in Hegel's Phenomenology. The development of Marxian anthropology through the main periods of his intellectual development. The Marxism of Sartre and its compatibility with his existentialism. How do Marx and Sartre score when judged against the overall background of doctrines on man as evolved in the development of Western thought? Do they provide a new anthropological departure for the "third world"?

Thomas J. Blakeley

PI 534—Community and Law
(F; 3)

A discussion of the nature of law, its role and its basis in society and its purpose as a means in forming community. Various notions and aspects of law will be explored in view of showing its essential mutability.

Oliva Blanchette, S.J.

PI 540—Education and Revolution
(S; 3)

A discussion of the origins of revolutionary action in the consciousness of oppression and in the effort to articulate common problems to be resolved by a community, and of the role of "educators" and "education" in fostering or frustrating this process. Readings will include Freire's *Pedagogy of the Oppressed*, Fanon's *The Wretched of the Earth*, Malcolm X's *Autobiography*, and others.

Oliva Blanchette, S.J.

PI 550—Perspectives on Social Economy
(S; 3)

A dialectical examination will be made of the rationality which informs social science, particularly sociology, on economics.

David M. Rasmussen

PI 551—Freud and Existential Analysis
(S; 3)

This course offers a philosophical analysis and comparison of the different methods of psychoanalysis developed by Freud and the existential analysts. Attention will be focused on such central themes as consciousness, freedom, responsibility, guilt.

Offered, Spring 1974

Richard T. Murphy

PI 565—Philosophers on Learning
(F; 3)

The doctrines of Plato, Aristotle, Augustine, Aquinas, Rosseau, Dewey and Whitehead.

Offered, Fall 1973

Norman J. Wells

PI 570—Phenomenology of Art
(F; 3)

Traditional theories of art will be considered and contrasted with contemporary, phenomenological approaches to art. Examples from painting, music, architecture and contemporary films will be analyzed. Students will have an opportunity to present their own projects in class.

Offered, Fall 1973

Joseph F. Flanagan, S.J.

PI 571—Art and Science
(F; 3)

This course will explore possible relations between the humanities and the natural sciences. Special emphasis will be given to the shift from classical to contemporary scientific theories of time and space and their artistic analogues. The course is experimental and students will be encouraged to work on personal projects.

Joseph F. Flanagan, S.J.

PI 577 (Mt 460)—Symbolic Logic
(S; 3)

An introduction to the theory of logical inference and the algebra of logic. Topics covered include the sentential and quantificational calculi, the theory of relations and intuitive set theory.

Louis O. Kattsoff

PI 580—A Structural Analysis of Myth and Symbol in Contemporary Cinema
(S; 3)

An attempt to apply the methodology of linguistic structuralism to the interpretation of mythico-symbolic expression in cinema.

Richard M. Stevens, S.J.

PI 711-712 (CI 302-303)—The Pre-Socratics (I, II)
(F, S; 3, 3)

Reading in translation of Hesiod, *Theogony*; the fragments of the philosophers from Thales to Democritus; and, as sequel, Plato, *Timaeus*. Special provision will be made for those who wish to read the Greek.

By arrangement

Joseph P. Maguire

Offered, 1973-1974

PI 720-721 (CI 304-305)—Aristotle's Development in Ethics (I, II)
(F, S; 3, 3)

Reading in translation and discussion of *Nicomachean Ethics*, in relation to *Protrepticus*, *Eudemian Ethics*, *Magna Moralia*, and *Politics*. Special provision will be made for those who wish to read the Greek.

By arrangement

Joseph P. Maguire

Offered, 1973-1974

PI 740 (CI 317H)—The Nature of Man in Greek Thought
(S; 6)

This course will trace the genesis and development of some Greek beliefs about man—body, soul, place in the Universe, afterlife, in sum his nature—from the earliest beginnings (Homer and before) to the Byzantine period (including Christian thought). The approach will be through a careful and intensive reading (in translation) of original literary, philosophical, religious and medical texts. Authors to be read will include, among others, Homer, Hesiod, the early lyric poets, the pre-Socratic philosophers, excerpts from the Hippocratic writings, Plato, Aristotle, the Stoics, Philo, St. Paul, Galen and Gregory of Nyssa. Provision will be made for those who wish to do part of the readings in the original Greek.

Offered, Spring 1974

Robert F. Renehan

PI 751—Medieval Philosophy
(S; 3)

A study of the positions of God, man, and the universe as they arise and develop out of the confrontation of the Graeco-Roman with Judaeo-Christian tradition for Early Apologists to Abelard.

Offered, Spring 1974

Norman J. Wells

PI 772—Philosophy & Theology in Aquinas
(S; 3)

A study of the relationship between philosophy and theology in Aquinas starting from the Aristotelian notion of science and method and showing how Aquinas came to conceive "Sacred Doctrine" as a science. Issue will be taken with the way in which this relation has been understood by contemporary Thomists like Gilson and Chenu and the seminar papers will examine how Aquinas worked out the relation between philosophy and theology in his own work.

Oliva Blanchette, S.J.

PI 777—Descartes
(F; 3)

A detailed examination of the Cartesian Perspectives on God, Man, and the World in the light of *The Discourse on Method, Meditations, Regulae and Principles*.

Norman J. Wells

PI 790—The Problem of God in Modern Philosophy
(F; 3)

This course traces the problem of God and Religion from Descartes to Sartre. It consists in expository and critical presentations of key representatives from the various movements of philosophy: Rationalism, Empiricism, Idealism, Atheistic Humanism, Phenomenology, Pragmatism and Existentialism. The format is basically seminar with some supplementary lectures by the professor. (A significant work is read from each of the areas studied.)

John P. Rock, S.J.

PI 799—Readings and Research
(F, S; 3, 3)

By arrangement

The Department

PI 795—Hegel and the Dialectical Method
(S; 3)

The present course has a twofold aim. The first is to examine the multi-form manifestation of human consciousness in the *Phenomenology of Spirit*, and the second is to study the nature of the dialectical method in its concrete application. In the midst of this double approach, the course will attempt to provide an intelligible vantage point for discerning the authentic, relevant, and transitional aspects of phenomenological and dialectical thinking.

Joseph L. Navickas

PI 801—Thesis Seminar
(F, S; 3, 3)

By arrangement

The Department

PI 802—Thesis Direction
(F, S; 0, 0)

A two-point non-credit course.

By arrangement

The Department

PI 810—Kant's Critical Philosophy
(F; 3)

In *The Critique of Pure Reason* Kant defines the limits of coherent and valid thinking about experience and reality. This course will essay to present the

genuine analytical and critical achievement of Kant's work. Emphasis will be placed on Kant's critical and transcendental idealism as a metaphysics of experience.

Richard T. Murphy

PI 820—Faith & Reason In Hegel
(F; 3)

A study of Hegel's understanding of "faith" and "reason" leading into his philosophy of religion as an essential aspect of Absolute Spirit. Special attention will be given to the relation between faith and reason and that between Church and State.

Oliva Blanchette, S.J.

PI 825—Wittgenstein and Ordinary Language Philosophy
(S; 3)

Prerequisite: PI 423 or equivalent.

The complete thought of Wittgenstein will be examined, particularly the transformation in his later method of philosophical investigation. Then the contemporary current of Ordinary Language Analysis which arose from the later Wittgenstein will be treated with emphasis on the theory of meaning, the philosophy of mind, etc.

Offered, Spring 1974

Richard T. Murphy

PI 828—Hegel-Heidegger
(S; 3)

An analysis and comparison of the major themes of Hegel and Heidegger.

Jacques M. Taminiaux

PI 830—Husserl and Transcendental Phenomenology
(F; 3)

Husserl's development of a transcendental phenomenology will be examined historically against the background of Kantianism and Neo-Kantianism. Then Husserl's idealism will be evaluated critically through contrast with the transcendental-phenomenological viewpoints of Heidegger and Merleau-Ponty. Offered, Fall 1973

Richard T. Murphy

PI 840—Aesthetics
(F; 3)

An analysis of contemporary aesthetic theories and their application to the history of painting, music and architecture.

Joseph F. Flanagan, S.J.

PI 845—Husserl and Merleau-Ponty
(S; 3)

Beginning with a description of the phenomenological method itself the course will contrast the theories of reduction formulated by Husserl and Merleau-Ponty. From this contrast will emerge the conflicting views of both philosophers on the pivotal notion of the pre-reflective consciousness or Cogito.

Richard T. Murphy

PI 850—Cultural Hermeneutics
(F; 3)

This course will examine the emergence and development of contemporary hermeneutical theories during the nineteenth century. The notions of

“historicity” and “linguisticity” will be traced from Hegel up through Heidegger and Gadamer.

Offered, Fall 1973

Joseph F. Flanagan, S.J.

PI 855—Seminar: Heidegger I
(F; 3)

A close analysis of the epochal insights of man, time, world and Beings as found in *Being and Time*.

Thomas J. Owens

PI 856—Seminar: Heidegger II
(S; 3)

This is a continuation of the fall semester seminar Heidegger I (see P1 855), and open only to students who have participated in that course.

Thomas J. Owens

PI 880—Oriental Religions
(S; 3)

The single, fundamental question of oriental religions—the question of self-identity—will be examined in its Hindu, Buddhist, Taoist, and Zen manifestations, using both primary (scriptural) sources and Western interpreters.

Peter J. Kreeft

PI 910—Russian Cultural Philosophy
(F; 3)

This course provides an historical, continuing survey of the various trends and developments in the pre-revolutionary, pre-Marxist Russian thinking. It seeks in every aspect of Russian thought the significance of culture for man and his social environment. The history of thought in connection with the history of culture as it changes under the influence of thought—this is the primary concern of the course. A special attention will be given to the philosophy of Chaadaev, Lavrov, Chernyshevsky, and Dostoevsky.

Offered, Fall 1973

Joseph L. Navickas

PI 915—Dialectical Materialism and Historical Materialism
(F; 3)

The development of historical materialism in the thought of Marx and Engels in the light of the Hegelian origins and the Feuerbachian mediation. Engels' ventures after the death of Marx. Lenin's "revisions" of histomat in the pressure-pot of revolution and his elaboration of Engels' scientification of Marx. Stalin's fideist dogmatization of diamat and ossification of histomat. Post-Stalinist efforts by Soviet philosophers to develop both doctrines. Eastern European and Western Marxist-Leninists. Neo-Marxist and Maoist versions.

Thomas J. Blakeley

PI 916—Conversations on Marx and Marcuse
(S; 3)

Several of the issues which arise in the context of both Marxism and neo-Marxism clearly go beyond the confines of any doctrinal consideration—they are issues which are important to every culture, every era and every social system.

The object of these conversations is to bring out the contrasting ways in which questions of social structure, ideological dynamics, philosophical

therapeutics, etc., posed themselves to Marx and his contemporaries and to Marcuse and his contemporaries—including us.

Careful reading of some central works of each author is presupposed—hopefully in the original language, but the conversations are not intended to be sessions of strict interpretation of text. Rather we will use the authors as aids in eliciting (dialectically, perhaps) the total structures of man's social-economic-historical situation.

Offered, Spring 1974

Frederick J. Adelman, S.J.
Thomas J. Blakeley

PI 920—Hegel and the Dialectical Method
(S; 3)

The present course has a twofold aim. The first is to examine the multi-form manifestation of human consciousness in the *Phenomenology of Spirit*, and the second is to study the nature of the dialectical method in its concrete application. In the midst of this double approach, the course will attempt to provide an intelligible vantage point for discerning the authentic, relevant, and transitional aspects of phenomenological and dialectical thinking.

Offered, Spring 1974

Joseph L. Navickas

PI 928—Marx, Sartre, Habermas
(S; 3)

On the contemporary scene the questions of philosophical foundations, sociology of knowledge and philosophy of culture have been inextricably intertwined. The tension between Marx's early writings and his *Capital* provides the scenario for a typically French solution by Sartre and a typically German solution by Habermas. Both provide essays into the foundations of sociological discourse; both use for this a special philosophical-methodological discourse.

Through the main texts we will make an effort to discover the degree to which Marx really is a reductionist, the extent to which Sartre does provide an anthropology for Marxism, and the success of Habermas in reconciling sociology of knowledge with empirical sociology.

Offered, Spring 1974

Thomas J. Blakeley

PI 940—Phenomenology of the Social World
(F; 3)

Primary emphasis of the course will be on the work of Alfred Shutz with secondary consideration given to Berger, Winter, Strasser and others who, like Shutz, have attempted to establish a philosophical foundation for reflection on society and politics.

Offered, Fall 1973

David M. Rasmussen

Un 941—Critiques of Social Theory
(S; 3)

A review of functionalism and Marxism looking toward the development of cultural theory.

David M. Rasmussen
Severyn T. Bruyn

PI 944—Social and Political Ethics
(F; 3)

A discussion of method in ethics with special insistence on the social dimension of ethical judgement with the help of political and social scientists as well as philosophers.

Offered, Fall 1973

Oliva Blanchette, S.J.

Un 948—Psychology and Politics
(S; 3)

Some attention to Freud's *Civilization and its Discontents*, and to Marx and Habermas, but chiefly a close consideration of the first and most comprehensive endeavor to scientifically "psychologize" politics, Hobbes' *Leviathan*.

Thomas J. Blakeley
Robert K. Faulkner

PI 950—Social Phenomenology
(F; 3)

A critical examination of the notion of sociality in Husserl, Shutz, Heidegger and Sartre. Considerable attention will be given to the encounter between phenomenology and Marxism.

David M. Rasmussen

PI 955—Philosophy of History
(S; 3)

This course will analyze the major philosophers of history including Vico, Hegel, Marx, Collingwood, Toynbee and Heidegger. Special emphasis will be given to the methods and purposes of historical inquiry.

Offered, Spring 1974

Joseph F. Flanagan, S.J.

PI 971—Mathematical Logic
(F; 3)

The propositional calculus. First order theories. Godel's completeness theorem. First order arithmetic. Godel's incompleteness theorem.

Walter J. Feeney, S.J.

PI 972—Foundations of Mathematics
(S; 3)

Prerequisite: an introductory course in mathematical logic or the consent of the instructor.

Topics to be treated in this course will be selected from one or more of the following areas: axiomatic set theory, model theory, recursive function theory.

Walter J. Feeney, S.J.

PI 973—Problems in Metaphysics
(S; 3)

An examination of contemporary positions on Existence and Being in the light of the history of metaphysics in Western Philosophy.

Norman J. Wells

PI 975—Logic and the Contemporary Search for a Method
(S; 3)

Almost all contemporary philosophic schools and trends are involved in some form or another of search for a method. This course will discuss the interesting parallels between such searches by Sartre, Habermas, hermeneuticists, Marxist-Leninists, etc. How do these stand up under the acid test of Aristotle's distinction between logical thought and sophistry?

Thomas J. Blakeley

PI 999—Doctoral Continuation

All students who have been admitted to candidacy for the Ph.D. degree are required to register for doctoral continuation during each semester of their

candidacy. This registration entitles them to the use of university facilities (library, etc.) and to the privilege of auditing informally (without record in the graduate office) courses which they and their advisers deem helpful. Tuition must be paid for courses formally audited or taken for credit. The fee for doctoral continuation is \$80.00. Doctoral candidates who fail to enroll at the time of registration will be billed.

Faculty

Department of Philosophy (Pl)

- Professors:* Frederick J. Adelman, S.J., Thomas J. Blakeley, Severyn T. Bruyn, Louis O. Kattsoff, Joseph P. Maguire, Thomas J. Owens, Robert F. Renahan, Jacques M. Taminiaux, Norman J. Wells.
- Associate Professors:* Oliva Blanchette, S.J., Brian J. Cudahy, Robert K. Faulkner, Joseph F. Flanagan, S.J. (*Chairman*), William J. Haggerty, Peter J. Kreeft, Stuart B. Martin, Richard T. Murphy, Joseph L. Navickas, David M. Rasmussen, John P. Rock, S.J., Daniel J. Shine, S.J.
- Assistant Professors:* Joseph L. Barrett, S.J., Joseph H. Casey, S.J., John D. Donoghue, S.J., George R. Fuir, S.J., Thomas J. Loughran, Francis P. Molloy, S.J., Gerard C. O'Brien, S.J., Theodore Steeman, O.F.M., Richard M. Stevens, S.J.

Department of Physics (Ph)

The Department offers comprehensive programs of study and research leading to the degrees Master of Science (M.S.), Master of Science in Teaching (M.S.T.), and Doctor of Philosophy (Ph.D.). Courses of instruction emphasize the basic principles of physics and prepare the student to choose a major field of concentration according to his interests and abilities. Students intending to undertake experimental research are expected to develop, primarily on their own initiative, the special technical skills required of an experimentalist. Students intending to undertake theoretical research need not develop laboratory skills, but are expected to demonstrate by outstanding achievements in course work their special aptitude for analysis.

Master's Program

Each candidate for a master's degree must pass a qualifying examination administered by the department and meet specified course and credit requirements. The qualifying examination shall be prepared by a committee of three faculty members announced by the Chairman and normally shall be administered in September and March of each year. This committee shall evaluate the qualifying examinations in conjunction with the graduate faculty. Normally no more than three (3) credits of Ph 799 Readings and Research may be applied to any master's program. The M.S. degree is available *with or without* a thesis, and the M.S.T. requires a paper but no thesis.

M.S. With Thesis

This program requires thirty (30) credits that normally consist of twenty-seven (27) credits of course work plus three (3) thesis credits (Ph 801). Required courses include: Ph 711, Ph 721, Ph 732, Ph 741 and Ph 707-708. The qualifying

examinations are essentially based on the contents of the first four of these courses and are normally taken at the first opportunity following the completion of these courses.

M.S. Without Thesis

This program requires thirty-six (36) credits of course work. The same course and qualifying examination requirements for the M.S. with thesis apply here except that in addition the courses Ph 722, Ph 733, and Ph 742 are required for the M.S. without thesis.

M.S.T. Degree

This program requires at least fifteen (15) credits from graduate or upper divisional undergraduate courses in physics. These credits shall include at least two of the courses: Ph 711, Ph 721, Ph 732, Ph 741. The M.S.T. qualifying examination in physics shall be based upon the student's actual course program. A research paper supervised by a full-time member of the graduate faculty is required. In addition, the student must satisfy requirements of the Department of Education and the listings of that department should be consulted for information.

Doctor's Program

A student normally enters the doctoral program upon faculty recommendation after passing the M.S. qualifying examination. Students entering Boston College with previous graduate experience may be exempted from the qualifying examination by recommendation of the Committee on Graduate Affairs with approval by the Chairman. Unless a waiver is granted, a student wishing to enter the doctoral program must pass the qualifying examination.

Upon entering the doctoral program, each student shall select his field of specialization and establish a working relationship with a member of the faculty. With the approval of a faculty member, who normally shall be his principal advisor, the student shall inform the Chairman of this major field selection and the Chairman shall appoint, with the approval of the department, a faculty Doctoral Committee consisting of at least two full-time faculty members to advise and direct the student through the remainder of his graduate studies.

Course Requirements

Required courses for the doctorate are: Ph 722, Ph 733, Ph 742 and an additional distributional requirement of four courses. The latter are to be chosen in four distinct areas from the graduate course offerings of the department or from other graduate departments with approval of the Chairman.

Language Requirement:

There is no departmental language requirement for any of its degree programs.

Comprehensive Examinations

Within two years of entering the doctoral program, each student must take the comprehensive examinations which are normally offered each year in September and March. These examinations shall consist of two parts: the Generals and the Special Field Examination. The Generals shall be a written examination prepared by a faculty committee of three announced by the Chairman and based essentially on the courses Ph 722, Ph 733, and Ph 742.

The Special Field Examination shall be prepared by the student's Doctoral Committee and consist of a written part and an oral part. This examination shall be based upon a course of study worked out between the student and his Doctoral Committee designed to prepare the student broadly in topics that relate to the special field.

The comprehensive examinations are evaluated by the committee in charge with the approval of the graduate faculty. A student becomes a *doctoral candidate* upon fulfilling the departmental comprehensive examination requirements.

Thesis

In consultation with his Doctoral Committee each student must submit the completed Outline of Thesis form to the Chairman. An open meeting shall be scheduled at which the student shall discuss his thesis proposal. The Doctoral Committee with the approval of the Chairman shall decide upon accepting the proposal.

The Chairman shall recommend to the Dean the appointment of a board of examiners that includes the student's Doctoral Committee to read the completed thesis and to conduct an open meeting at which the thesis is defended in an oral examination. The thesis is accepted when endorsed on the official title page by the board of examiners after the oral examination.

General Information

Waivers of departmental requirements, if not in violation of graduate school requirements, may be granted by recommendation of the Committee on Graduate Affairs with approval of the Chairman.

A variety of theoretical studies are conducted within the department in areas such as theoretical space physics, plasma physics, and astrophysics; elementary particles, high energy physics, and current algebras; the theory of "elementary interactions" as applied to classical and quantum physics; solid state and mathematical physics.

Experimental programs are mainly in solid state, magnetospheric and nuclear physics. Research in solid state physics includes: crystal field studies using spin resonance, spectroscopic and Mössbauer techniques; absorption and fluorescence spectroscopy of solids; energetic radiation effects on the dielectric and optical properties of ionic crystals; electroreflectance in semi-conductors; transport properties of alloys; Fermi surface studies and radio-frequency size effects; the optical and electrical properties of plasmas in solids. Research is conducted in the field of gas kinetics by means of flash photolysis techniques. Magnetospheric research is concentrated in auroral and airglow physics; this involves collaboration with various satellite experimenters at other institutions. Research in nuclear physics is concentrated mainly in the area of experimental nuclear structure studies. Properties of nuclear bound states are investigated by means of charged-particle reactions.

The research offerings of the department are supplemented by adjunct programs with neighboring laboratories and these provide further opportunities for research in nuclear physics and ultrasonic studies in fluids and plasmas.

Boston College is a participating institution for available government fellowships and grants. The department also offers other fellowship, scholarship, and teaching assistantship aid to qualified students. Student research assistantships are available in space physics and solid state physics during the summer as well as during the academic year.

A diagnostic examination is administered to all entering students to assist in preparing course schedules and detecting deficiencies that should be remedied.

All applicants are encouraged to take the G.R.E. Aptitude Test and Advanced Test and to have the scores submitted as part of their application.

Courses of Instruction

Courses numbered below 700 are advanced undergraduate courses which may be taken by graduate students with permission.

An asterisk after a course title indicates that the course carries a laboratory fee.

Ph 463—Atomic Physics (F; 3)

Alkali atoms; multielectron atoms, coupling of angular momentum; interaction of atomic states with static external and nuclear fields; electromagnetic transitions; lifetimes and transition rates; line and continuous X-ray spectra.

Three lectures and one recitation hour per week.

Gabor Kalman

Ph 474—Nuclear Physics (S; 3)

Collision theory; nuclear reactions; the neutron; the deuteron; alpha decay; beta decay; high energy physics, the systematics of elementary particles.

Three lectures and one recitation hour per week.

Robert L. Becker

Ph 499—Glass Blowing* (F; 1)

An introduction to the fundamentals of glass blowing and glass working. The course is designed for science and non-science students since it teaches both scientific and artistic glass manipulation. The skills gained should allow the student to continue his interest in glass manipulation on his own. Three hours per week for five weeks.

James Joiner

Ph 505-506—Experimental Physics I, II* (F, S; 1, 1)

Prerequisite: Ph 463-474, or the equivalent.

Laboratory and conferences; a selection of fundamental experiments from atomic, nuclear and solid state physics. One laboratory period per week.

The Department

Ph 535-536—Projects in Experimental Physics I, II* (F, S; 3, 3)

Prerequisite: permission of the Chairman.

Individual research problems in atomic, nuclear, and solid state physics. Advanced studies in the application of contemporary techniques to experimental physics. One lecture and two laboratory periods per week.

The Department

Ph 549—Modeling Techniques in Systems Analysis (F; 3)

This course will cover a diverse field of practical topics from a unified mathematical approach, based on the law of mass action and reaction kinetics.

Examples of topics to be treated are: cell division kinetics (biology), population growth and control (demography), traffic flow (transportation), relaxation dispersion (physics), stability of the ecological system and distribution of resources (sociology).

Pao-Hsien Fang

Ph 560—Pulsars and Quasars: New Vistas in Astronomy
(F; 1)

The last decade produced a series of dramatic discoveries in Astronomy. This course will discuss in qualitative terms what we know about the newly discovered objects, and what they reveal about the nature and fate of our Universe. Three hours per week for five weeks.

Gabor Kalman

Ph 561—Phase Transitions
(S; 1)

Phase transitions in vapor-liquid-solid system, ferroelectrics, ferromagnetics, and superconductors will be discussed. Laboratory demonstrations of some typical examples will be made. Similarities and dissimilarities of these various phase transitions will be outlined. Three hours per week for five weeks.

Pao-Hsien Fang

Ph 700—Physics Colloquium
(F, S; no credit)

A weekly discussion of current topics in physics. No academic credit; no fee.

Ph 707-708—Physics Graduate Seminar I, II
(F, S; 1, 1)

Discussion of special problems and current literature. Credit may be obtained only by regular participation in the discussions.

By arrangement

Solomon L. Schwebel (Ph 708)

Robert F. Girvan (Ph 707)

Ph 711—Classical Mechanics
(F; 3)

Lagrange's and Hamilton's equations; principle of Least Action; invariance principles; rigid body motion; canonical transformations; Hamilton-Jacobi theory; special theory of relativity; small oscillations; continuous media.

Pradip M. Bakshi

Ph 721—Statistical Physics I
(S; 3)

The classical laws and concepts of thermodynamics with selected applications; kinetic and statistical basis of thermodynamics; H-Theorem; the Boltzmann transport equation; transport phenomena.

Solomon L. Schwebel

Ph 722—Statistical Physics II
(F; 3)

Fundamental principles of classical and quantum statistics; kinetic theory; statistical basis of thermodynamics; selected applications.

Baldassare Di Bartolo

Ph 732—Electromagnetic Theory I
(S; 3)

Physical basis for Maxwell's equations; electrostatics and magnetostatics; multipole moments; energy and momentum conservation for the electromagnetic field; wave phenomena; point charge motion in external fields.

Jack Jaffe

Ph 733—Electromagnetic Theory II
(F; 3)

Radiation theory; retarded potentials; scattering; multipole classification of fields and sources; moving media; Lienard-Wiechert potentials; covariant electrodynamics.

Jack Jaffe

Ph 741—Quantum Mechanics I
(F; 3)

Fundamental concepts; bound states and scattering theory; the Coulomb field; perturbation theory; angular momentum and spin; symmetry and the Pauli principle.

Joseph H. Chen

Ph 742—Quantum Mechanics II
(S; 3)

Interaction of radiation with matter; selection rules; second quantization; Dirac theory of the electron; scattering theory.

Rein A. Uritam

Ph 751—Shock Waves and Chemical Kinetics
(F; 1)

Prerequisite: Thermodynamics and statistical mechanics.

A course treating the basic theory of shock waves and its application in the study of chemical kinetics of gases. The course will include experimental work utilizing the department's shock tube facilities. Three hours per week for five weeks.

George J. Goldsmith

Ph 752—Thermonuclear Fusion
(S; 1)

Fusion energy as a practically unlimited source of energy, qualitative and quantitative description of the technical problems and present efforts to solve them. Three hours per week for five weeks.

Pradip M. Bakshi
Gabor Kalman

Ph 754—Interaction Theory
(S; 1)

Prerequisites: Ph 711, Ph 732, or the equivalent.

Classical and quantum theories treat data from experiments as the properties of a particular constituent, be it an electron, a mass or more complex entity. Interaction Theory views such data as the properties of all the elements involved in the experiment. The new theory will be used to illuminate such basic concepts as inertial mass, gravitational mass, inertial forces, action-at-a-distance, fields, Mach's Principle, waves, particles, etc. Three hours per week for five weeks.

Solomon L. Schwebel

Ph 799—Readings and Research in Physics
(F, S; credits by arrangement)

By arrangement

The Department

Ph 801—Physics Thesis Research
(F, S; 3, 3)

A research problem of an original and investigative nature.

By arrangement

The Department

Ph 802—Physics Thesis Direction
(F, S; 2 pts., 2 pts.)

A two-point, non-credit course for those whose thesis research time has elapsed.

By arrangement

The Department

Ph 835—Mathematical Physics I
(F; 3)

Matrix algebra, linear vector spaces, orthogonal functions and expansions, boundary value problems, introduction to Green's functions.

Solomon L. Schwebel

Ph 836—Mathematical Physics II
(F; 3)

Green's functions, complex variables, linear operator theory and other topics.

Solomon L. Schwebel

Ph 847—Solid State Physics
(F; 3)

Periodic structures of solids, lattice waves, electron states, electron-electron interaction, transport properties, optical properties, the Fermi surface, magnetism and superconductivity.

Baldassare Di Bartolo

Ph 860—Plasma Physics
(S; 3)

Basic concepts of plasma physics; Debye length and plasma oscillations; ionized fluid flow equations; the hydromagnetic approximation; Alfvén waves; selected applications of astrophysical and geophysical importance.

Gabor Kalman

Ph 870—Space Physics
(S; 3)

A selection of current research topics in space physics such as the theory of the solar wind, interactions of the solar wind with the magnetosphere, and hydromagnetic wave propagation in a dipole ionized plasma.

Robert L. Carovillano

Robert H. Eather

Ph 930—Advanced Topics in Solid State Physics
(S; 3)

Prerequisite: Ph 847 or the equivalent.

The topics studied depend on the interests of the students.

Baldassare Di Bartolo

Ph 950—Group Theory
(3)

Basic concepts; point symmetry groups; continuous groups; selected applications in quantum and elementary particle theory.
Offered 1973-1974

Ph 970—Quantum Mechanics III
(3)

Formal theory of scattering of Dirac particles; quantum electrodynamics; S-matrix theory, generalized symmetry principles and conservation laws.
Offered 1973-1974

Ph 980—Elementary Particle Physics
(S; 3)

Properties and systematics of elementary particles; scattering, decays, resonances. Symmetry principles, classification schemes; theory of strong, weak and electromagnetic interactions, dispersion relations, field theory and recent developments.

Rein A. Uritam

Ph 990—Topics in Physics
(3)

Topics in theoretical or experimental physics. This course will be given in accordance with the current research interests, activities and needs of the students and faculty of the Department.
Offered 1973-1974

Ph 992—Advanced Topics in Mathematical Physics
(S; 3)

Emphasis will be on systematic development of mathematical techniques, with wide-ranging applications to important physical problems serving to illustrate the underlying essential common features. Particular topics to be covered will depend on the interests of the audience.

Pradip M. Bakshi

Ph 999—Physics Doctoral Continuation

All students who have been admitted to candidacy for the Ph.D. degree are required to register for doctoral continuation during each semester of their candidacy. This registration entitles them to the use of the university facilities (library, etc.) and to the privilege of auditing informally (without record in the graduate office) courses which they and their advisors deem helpful. Tuition must be paid for courses formally audited or taken for credit. The fee for doctoral continuation is \$80.00. Doctoral candidates must enroll each semester.

Faculty

Department of Physics (Ph)

<i>Professors:</i>	Robert L. Carovillano (<i>Chairman</i>), Dae-Hyun Chung,† Frederick E. White.
<i>Research Professors:</i>	Pao-Hsien Fang, Gabor Kalman.
<i>Adjunct Professor:</i>	Edmund H. Carnevale.
<i>Associate Professors:</i>	Robert L. Becker, Joseph H. Chen, Baldassare Di Bartolo, George J. Goldsmith, Solomon L. Schwebel.

† Joint appointment with Department of Geology and Geophysics; Director, Weston Observatory.

<i>Research Associate Professor:</i>	Pradip M. Bakshi.
<i>Adjunct Associate Professor:</i>	Robert H. Eather.
<i>Assistant Professors:</i>	Robert F. Girvan, M. Susan Gussenhoven, Jack Jaffe, John J. Maguire,* Rein A. Uritam.

* On leave of absence

Department of Political Science (Po)

The department of Political Science offers both the master's and the doctor's degree. A comprehensive and varied curriculum is available, with an unusual blend of scientific, philosophical and practical concerns.

Master of Arts

The Political Science Department awards its own master's degree and also participates in the American Studies M.A. program. The former requires successful completion of thirty graduate credits (ten courses) and a comprehensive examination. The latter does not require more than eighteen credits in political science (without a thesis), the other twelve being taken in American literature, history, sociology or philosophy. In each case the option of writing a thesis also exists. Candidates for the degree in political science must ordinarily take at least one course in each of three of the four fields within the discipline. With the approval of the chairman, a limited number of related courses in other departments may be taken as well.

Doctor of Philosophy

The department of Political Science offers the doctorate in three basic areas of Political Science: American Politics, Comparative Politics, and Political Theory. The satisfactory completion of sixteen courses, preliminary and comprehensive examinations, an examination in at least one language, and a dissertation is required for the degree. It is expected that a student with the bachelor's degree will be able to complete all doctoral requirements in something like three or four years. About five students are admitted each year.

Doctoral candidates are expected to major in one area of political science and choose minors in the other three areas (one of which can be replaced by offerings from other departments, including a second language). Courses, in the main, consist of seminars, small group colloquia, and individual study.

Graduate Record Examination

All candidates for the M.A. and Ph.D. in Political Science are required to submit both the Graduate Record Examination aptitude and advanced scores. Candidates for the M.A. in American Studies with a concentration in Political Science are required to submit the Graduate Record Aptitude score only.

Graduate Assistantship

A number of assistantships, paying stipends of between \$2000 and \$2500 (as well as remitting tuition), and a few tuition remissions are available for outstanding M.A. and Ph.D. candidates.

For further information, please write the Director of Graduate Studies in Political Science.

Courses of Instruction

UNDERGRADUATE-GRADUATE SEMINARS

AMERICAN POLITICS

Po 350—Problems of Public Policy (S; 3)

A study of selected domestic problems of the United States and their various ramifications. Attention will be given both to substantive issues and governmental mechanisms.

Penny Feldman

Po 352—Religion, the Courts and Congress: Law and Politics (S; 3)

An examination of the relationship between church and state in America.

Charles J. Serns

Po 361—Politics and Policies in Metropolitan Areas (F; 3)

An investigation of the metropolis as a factor in the political system. Special consideration is given to public policies in such areas as education, welfare, law enforcement, and housing.

Offered, 1973-1974

The Department

COMPARATIVE POLITICS

Po 451—Problems of Political Development: Latin America (F; 3)

An exploration of selected institutional and behavioral problems related to nation-building and modernization with examples taken from Latin America.

Edward S. Milenky

Po 462—Parties and Party Systems (S; 3)

An attempt to define the concepts of party and of party system and to differentiate among different types of parties and of party systems in selected modern political systems in Western Europe.

Marvin Rintala

POLITICAL THEORY

Po 650—Nineteenth Century British Influences on Present Political Opinion (S; 3)

This seminar will examine the nineteenth century British political philosophies of Utilitarianism, Liberalism, Idealism, and Historicism. Emphasis will vary with the composition and interests of the class. Required readings will be selected from among the works of Bradley, Bosanquet, Carlyle, Darwin, Hazlitt, Green, Macaulay, Mill, and Spencer. In addition, individual work may be done on any of a wide range of political thinkers. Open to undergraduates who have had at least one previous course in political theory.

Francis E. Devine

Po 651—Shakespeare's Political Wisdom
(F; 3)

A seminar on Shakespeare's understanding of political life and its various forms as found in *Othello*, *The Merchant of Venice*, *Coriolanus*, *Julius Caesar*, *Henry V* and *Richard III* or other plays.

David Lowenthal

Po 660—The Thought of Mao Tse-tung
(S; 3)

An analysis of Mao Tse-tung's political, economic, social, cultural, and military philosophy in his adaptation to and development of Marxism-Leninism for class struggle and world revolution, with emphasis on its theoretical formulations and limitations as well as its application at home and influence abroad.

Peter S. H. Tang

Po 661—Psychology and Ethics
(F; 3)

A study of the relation between human nature and what is morally and politically good. Some attention to Freud's *The Ego and the Id* will be given, but the course will concentrate on a close consideration of Aristotle's *On the Soul* and portions of the *Rhetoric* and *Nicomachean Ethics*.

Robert K. Faulkner

AMERICAN GOVERNMENT

Po 703—The U.S. Congress
(F; 3)

Analytical study of the national legislature, its powers, functions and role in policy formation. Emphasis is given to its relationship to the executive and administrative establishments and to interest groups and constituency.

Gary P. Brazier

Po 704—The American Founding
(S; 3)

A study of the founding of the American regime, including the Constitutional Convention discussions, the *Federalist*, *Anti-Federalist* writings, and the writings of leading founders.

Robert Scigliano

Po 705—The American Party System
(F; 3)

This course presents a detailed analysis of the nature and functioning of American political parties and also examines pressure group politics in the United States.

Robert E. Gilbert

Po 706—The American Presidency
(S; 3)

An historical and analytic development of the office and powers of the Chief Executive.

Offered, 1973-1974

Robert Scigliano

Po 708—Judicial Politics
(S; 3)

Study of American courts as political actors in a political system, with principal emphasis on their various external relations: with other courts; with their powerful neighbors in the separation-of-powers system; and with their various "publics"—the legal profession, the press, party organizations, etc. While primary focus is on the United States Supreme Court, attention will also be devoted to state and lower federal courts.

David R. Manwaring

Po 710—The Supreme Court and Civil Liberties
(S; 3)

Research and reports on Supreme Court decisions involving the Bill of Rights.

Offered, 1973-1974

David R. Manwaring

COMPARATIVE POLITICS

Po 775—Topics in Soviet Politics
(F; 3)

An analysis of different approaches to the Soviet political system as well as to methodological and research problems. Each student will undertake a research project. In some semesters special attention will be devoted to a designated problem as the major topic for seminar consideration. Examples of such special topics are the following: the changing role of the Communist Party; the Soviet social-class structure; Stalin; a comparison of Union Republics; Soviet Central Asia.

Donald S. Carlisle

INTERNATIONAL POLITICS

Po 855—International Politics and Law
(F; 3)

This course is designed to acquaint the students with fundamentals of international politics and law. It consists of basic readings in these fields including works on International Organization. The student is prepared to acquire a comprehensive view of the relations between problems of politics and law in the international sphere. A term project is part of class discussions and affords opportunity for guided research.

Offered, 1973-1974

Robert K. Woetzel

Po 856—Selected Problems in Contemporary International Politics
(S; 3)

Treats problems of conflict resolution; the role of international law in relation to international organization; and the problem of power in the atomic age. Examines theories of deterrence arms control, and disarmament from an international standpoint and in the context of philosophical pluralism in an international society. Methodology for research in international relations is studied and tested in a term project on the subject of human rights.

Robert K. Woetzel

Po 857—Theories of International Politics
(F; 3)

A consideration of the various theories put forth to account for the relations among nations, particularly those dealing with peace and war.

Donald L. Hafner

Po 858—Chinese Foreign Policy
(S; 3)

A study of contemporary Chinese diplomacy with emphasis on the development to date under the Communist regime. An evaluation of the Chinese Communist vital interest, goals, strategies, tactics, and conducts in their relations with other communist countries, the "nonaligned" and emerging nations, the West and, particularly, the United States.
Offered, 1973-1974

Peter S. H. Tang

POLITICAL THEORY

Po 926—Shakespeare's Julius Caesar
(S; 3)

An intensive study of this play, viewed against the background of classical political philosophy.

Jan Blits

Po 930—Founders of Modern Political Theory: Machiavelli and Bacon
(S; 3)

The attack on classical and medieval ethics and politics, culminating in the new political "realism" and the idea of a society based on the scientific conquest of nature.
Offered, 1973-1974

Robert K. Faulkner

Po 931—The Political Philosophy of Plato
(F; 3)

An examination of Plato's political thought through a careful study of one or more of the dialogues.

Jan Blits

Un 948—Psychology and Politics
(S; 3)

Some attention to Freud's *Civilization and Its Discontents*, and to Marx and Habermas, but chiefly a close consideration of the first and most comprehensive endeavor to scientifically "psychologize" politics, Hobbes' *Leviathan*.

Robert K. Faulkner
Thomas Blakeley

GRADUATE ADDENDA

Po 799—Reading and Research
(F or S; 3, 3)

A directed study in primary sources and authoritative secondary materials for a deeper knowledge of some problems previously studied or of some area in which the candidate is deficient.

By arrangement

The Department

Po 801—Thesis Seminar
(F, S; 3, 3)

By arrangement

The Department

Po 802—Thesis Direction
(F, S; 2, 2)

By arrangement

The Department

Po 999—Doctoral Continuation

All students who have been admitted to candidacy for the Ph.D. degree are required to register for doctoral continuation during each semester of their candidacy. This registration entitles them to the use of university facilities (library, etc.) and to the privilege of auditing informally (without record in the graduate office) courses which they and their advisors deem helpful. Tuition must be paid for courses formally audited or taken for credit. The fee for doctoral continuation is \$80.00. Doctoral candidates who fail to enroll at the time of registration will be billed.

Faculty

Department of Political Science (Po)

<i>Professors:</i>	David Lowenthal (<i>Chairman</i>)**, Marvin Rintala, Robert Scigliano*, Peter S. H. Tang, Robert K. Woetzel.
<i>Associate Professors:</i>	Gary P. Brazier, Donald S. Carlisle, Robert K. Faulkner, David R. Manwaring.
<i>Assistant Professors:</i>	Christopher J. Bruell***, Francis E. Devine, Robert E. Gilbert, Donald L. Hafner, Edward S. Milenky, Charles J. Serns.
<i>Lecturer:</i>	Jan Blits.

* Sabbatical, fall term, 1972.

** Sabbatical, spring term, 1973.

*** On leave of absence, 1972-1973

Department of Psychology (Ps)

The Graduate Program in Community Social Psychology at Boston College offers a Ph.D. to students who are interested in using theories and methods of psychology in analyzing community and social problems and in exploring the role of the psychologist in solving problems through research, planning, intervention, and social action. The program combines academic course work and extensive field experience in an effort to produce trained scholars with both research and practice skills.

The program is specialized and, perhaps, unique; it has several dominant themes which are considered at several levels of behavior with an emphasis on specific methods:

—The themes are: social inequality, social conflict, social change and human services for social casualties.

—The levels are: the individual, the group, the organization or social institution, and the community.

—The methods are: research, social planning, behavior modification, group methods of intervention, consultation, and social action.

The field work requirement is extensive and a continuing effort is made to integrate field experience with academic work. We have access to a number of field settings, including the Community-University Center for Inner City Change located in Roxbury, Massachusetts.

Requirements for the degree include: 1) 66 credit hours, including six hours of Fieldwork Seminars, 2) a predoctoral research project, 3) completion of a wide-ranging comprehensive examination, 4) completion of extensive and varied supervised fieldwork experiences, totaling the equivalent of at least one

full-time year of practice, and 5) a dissertation reporting original research in the field of Community Social Psychology.

Prerequisites

Entering students are expected to have had a course in statistics, in research methods in a social science, and some background in psychology and the social sciences, although an undergraduate major in Psychology is not required. Students may be required to make up deficiencies in prerequisites without academic credit. In addition, students are expected to have demonstrated an interest in community problems and social issues. Mature students with relevant work experiences are encouraged to apply.

Application

Results of the GRE Aptitude Test and the Miller Analogies Test are required with the application, together with a statement of interest.

Requirements

There are no language requirements. Core courses required of all students are Ps 805, Ps 703, Ps 705, Ps 706, Ps 708, Ps 850.

Residence

Three years of full-time residence will normally be expected, although it is recognized that exceptions will be necessary to accommodate students with extensive previous preparation.

Courses of Instruction

An asterisk after a course title indicates that the course carries a laboratory fee.

Ps 609—Social Learning (3)

Offered, 1973-1974

Joseph Cautela

Ps 610—Principles of Behavior Modification (S; 3)

The study of the application of learning theory for the study of the behavior disorders. A critical evaluation of various behavioral techniques and their comparison with more traditional methods.

Joseph Cautela

Ps 611—Pavlovian Conditioning (3)

Offered, 1973-1974

Joseph Cautela

Ps 615—Intergroup Conflict (F; 3)

The nature and etiology of conflict between groups, ranging from face-to-face groups to nations. An examination of theoretical contributions to this question from various fields of psychology and an intensive analysis of research in this field.

Murray Horwitz

Ps 620—Clinical Assessment
(S; 3)

Theory and practice relative to the assessment and evaluation of personality structure and dynamics with emphasis on the role of interview and projective techniques.

John vonFelsinger

Ps 640—Individual and Society
(S; 3)

This seminar will develop the conceptual basis for understanding processes of differentiation, integration, and change in personality and social organization. Particular attention will be devoted to independent research by course participants on problems of alienation in mass society and on forms of compensatory gratification in social affiliations, work, and community.

Marc Fried

Ps 666—Simulation Models in Behavioral Research
(S; 3)

This seminar will review the literature on mathematical and computer simulations of complex social processes, with special emphasis on those occurring in educational settings. Working on small teams students will produce a simulation system of some complex process. One year of statistics and an understanding of FORTRAN are welcome but not essential background.

Ronald Nuttall

Ps 667—Introduction to Multivariate Statistical Analysis
(F; 3)

Prerequisite: one year of statistics or the equivalent.

Topics include multivariate distributions, correlation, regression canonical correlation, discriminant function, and principal components analysis. Laboratory exercises include computer analysis of multivariate data.

Ronald Nuttall

Ps 668—Topics in Multivariate Statistical Analysis
(S; 3)

Prerequisite: Ps 667 or equivalent.

Multivariate analysis of variance, factor analysis and rotation, and model building are among the advanced multivariate statistical topics dealt with. A pre-professional-level paper using multivariate procedures will be written.

Ronald Nuttall

Ps 701—Community Processes
(S; 3)

An examination of selected social problems and issues as they relate to processes of community functioning and social change.

To be announced

Ps 703—Social Psychology
(F; 3)

A study in the individual and his social context, beginning with the social behavior of animals and including human functioning in small groups, in society and in cross-cultural perspective. Attitudes, motives and social perception will be emphasized.

Norman Berkowitz

Ps 705—Research Methods
(F; 3)

Focus on the various aspects of laboratory and field experimentation, including conducting and designing the experiment, methods of data collection, and the process of making inferences and generalizations from the results. Issues related to the ethics of experimentation and experimenter bias will also be included.

Donnah Canavan

Ps 706—Research Methods
(S; 3)

The second part of the research methods course will focus on field studies, surveys, and evaluation research. Questionnaire design, interviewing, and sampling are topics to be included in the second half of the course. Special attention will be given to the practical and political problems surrounding evaluation research and field studies.

Donnah Canavan

Ps 708—Statistics for Community Social Psychology
(S; 3)

A review of descriptive, parametric and nonparametric statistics, advanced analysis of variance techniques, advanced multivariate techniques.

Daniel Baer

Ps 720—Clinical Intervention
(3)

Offered, 1973-1974

John vonFelsinger

Ps 725—Community Mental Health
(3)

Offered, 1973-1974

Ramsey Liem

Ps 799-800—Readings and Research
(3)

By arrangement

The Department

Ps 801-802—Field Work Practicum I, II
(No Credit)

Field supervision for advanced students involved in field work.

By arrangement

Ramsey Liem

Ps 805—Psychodynamic Theories of Personality
(F; 3)

A critical investigation of the conceptual structure and scope of major personality theories; comparative evaluation of the empirical base of these theories with particular attention to significant research bearing on the problem.

John vonFelsinger

Ps 809—Introduction to Community Issues
(F; 3)

Introduces students to a variety of community agencies and organizations. Emphasis will be placed on a comparison of levels of community analysis and intervention. The course will also provide opportunities for students to explore fieldwork opportunities for subsequent semesters.

Edward Reynolds

Ps 810—Advanced Fieldwork Seminar
(S; 3)

A continuation of Ps 809—focus will be on conceptualizing field issues (e.g. problems of entry, level of intervention, strategies for change) drawn from students' involvement in the field, experience of invited speakers and readings. Fieldwork (1 day/week) is optional for students who have had past experience.

Ramsay Liem
To be announced

Ps 821—Small Group Theory
(F; 3)

To be announced

Ps 823—Theories of Social Intervention
(F; 3)

An examination will be made of various theoretical positions and research findings from various disciplines in so far as they relate to producing change in individuals, groups and organizations. Major attention will be paid to change strategies oriented to face-to-face interaction using various small group procedures, organizational development and conflict resolution. The seminar format will require active involvement and participation by students. Admission by consent of Instructor.

Norman Berkowitz

Ps 826—Practicum In Social Intervention
(S; 3)

The overall goal of this course is to train professionals to deal effectively with the human problems of group, organizational, and community change. Subgoals are to improve the participants' abilities in (a) the diagnosis of organizational and community conflict, (b) the application of available change technologies to planning social action, (c) the awareness of the impact upon others of varieties of personal and group interventions. The course will employ experience-based methods, including naturalistic observation, T-group activities, and exercises in intervention. Enrollment limited.

Murray Horwitz

Ps 829—Organizational Behavior
(3)

Offered, 1973-1974

To be announced

Ps 850—Community Psychology
(F; 3)

A basic review of the theoretical and conceptual underpinnings of community psychology: community analysis, demography, social stratification and structure, social problems, and human services.

Ali Banuazizi

Ps 851—Humanistic Views of Community
(3)

Offered, 1973-1974

Edward Reynolds

Ps 855—Social Research and Social Policy
(F; 3)

This seminar will consider the actual and potential relationships between the data of social science research and the formulation and analysis of public policy, focusing on social problem and human service areas.

William Ryan

**Ps 857—Organization of Human Services
(3)**

Offered, 1973-1974

William Ryan

**Ps 860—Seminar in Social Change
(S; 3)**

A consideration of social change and reform movements in a number of social institutions, including the family, education, and social welfare; study of social movements aiming to reduce social inequality with particular attention to their social psychological impact on the individual and groups; appraisal of violence and non-violence as strategies for social change.

Ali Banuazizi

**Ps 866—Ecological Psychology
(3)**

Offered, 1973-1974

Ali Banuazizi

**Ps 879-880—Research Tutorial I, II
(3, 3)**

An apprenticeship in research. Each student participates to the developing level of his abilities, in the on going research of a faculty member. Emphasis is on bridging the gap between theory, methodology and technique, and their practical application to the solution of problems of human interest and concern in community settings.

By arrangement

The Department

Ps 999—Doctoral Continuation

All students who have been admitted to candidacy for the Ph.D. degree are required to register for doctoral continuation during each semester of their candidacy. This registration entitles them to the use of university facilities (library, etc.) and to the privilege of auditing informally (without record in the graduate office) courses which they and their advisers deem helpful. Tuition must be paid for courses formally audited or taken for credit. The fee for doctoral continuation is \$80.00. Doctoral candidates who fail to enroll at the time of registration will be billed.

Faculty

Department of Psychology

Professors: Joseph R. Cautela,* Marc A. Fried,** Murray Horwitz, William Ryan (*Chairman*), John vonFelsinger.
Associate Professors: Ali Banuazizi, Daniel J. Baer, Norman Berkowitz.
Assistant Professors: Donnah Canavan, Ramsay Liem, Edward N. Reynolds, Peter Gray, Edward Krupat, Sandra Geer.

* On Sabbatical, Fall Semester.

** Joint Appointment, Institute of Human Sciences.

Department of Romance Languages and Literatures

Graduate Programs in Romance Languages

The Department of Romance Languages and Literatures offers Master of Arts, Master of Arts in Teaching, and Doctor of Philosophy programs in French,

Italian and Spanish. Course offerings and degree requirements have been organized to provide candidates with a solid grasp of their general field of interest, as a foundation for doctoral research work, or in preparation for teaching in secondary schools. Within the framework of degree requirements, course offerings are sufficiently rich to permit concentration in the literary period of the individual student's choice, or in the development of his proficiency as a language teacher.

Courses are also offered in Medieval Latin, Portuguese, Provençal, and Rumanian to qualified students and teachers eager to develop competence in these areas. With permission of the Department, degree candidates in French, Italian or Spanish, who have completed course coverage of their major field, may take these courses for credit toward their degree.

Courses in comparative studies or of interdepartmental interest, given in English, are offered to graduate students and qualified upperclassmen who intend to undertake advanced work in comparative literature, philology, or area programs, and to those who wish to enrich their background for work in related fields. They may be counted by degree candidates in French, Italian or Spanish, toward fulfillment of their course requirements, once these candidates have covered their chosen field.

Intensive reading courses in French and Spanish are given at the beginning of the fall and spring semesters and during the summer session. These courses are not listed among the departmental offerings of the regular academic year and are taught only if a prescribed minimum of students enroll in them.

Prerequisites for Admissions

Students applying for admission to graduate degree programs in Romance Languages and Literatures must satisfy the following prerequisites:

- 1) They must have achieved a general coverage of their major literature at the undergraduate level. A formal survey course, or a sufficient number of courses more limited in scope, passed with distinction, satisfy this requirement.

- 2) At least two period or genre courses in the major literature must be included in the student's undergraduate record, or as graduate work completed at other institutions.

- 3) Candidates must have acquired an active command of their major language, and be able to understand lectures, participate in seminar discussions, and write term papers in reasonably correct French, Italian or Spanish.

Applicants with deficiencies in any of these prerequisites, but with good potentialities for graduate study, may be admitted conditionally, with the understanding that these deficiencies will be eliminated before they are considered degree candidates in full standing.

Students admitted should consult the Graduate Handbook of the Department.

The Master of Arts Degree

Candidates for the M.A. in Romance Languages must earn a minimum of thirty credits in courses distributed over the major periods of their chosen literature. Although a few exceptions may be granted by the department to students with superior backgrounds, M.A. candidates are normally required to take at least 12 hours and no more than 15 hours in courses previously numbered 100-200. At the discretion of the Chairman, any foreign language other than the major may be offered in fulfillment of the Departmental requirement concerning the reading knowledge of a second language.

Oral Comprehensive Examinations

Upon completion of his course requirements, an M.A. candidate must pass an oral comprehensive examination, of no more than one hour's duration, to demonstrate mastery of his field in the following respects:

1) Knowledge of literature in his field of specialization. The examination is focused upon the candidate's course record, with questioning of a more general nature based upon the *Departmental Reading Lists*.

2) Fluency in the use of his major language. A sufficient portion of the examination is conducted in French, Italian or Spanish, to determine the candidate's proficiency.

The Master of Arts Thesis

A candidate for the M.A. whose course background is considered adequate, and who gives positive indications of ability to produce original, meaningful research work, may be authorized to offer a thesis in lieu of six course credits. This permission is granted by the Chairman upon recommendation of a committee of professors who are familiar with the candidate's capabilities and who would be involved in the direction of the thesis.

Summer M.A. Program

A Master of Arts degree may be earned by taking courses over a period of five summers. This program is intended primarily for teachers who are unable to attend courses during the regular academic year. Except for the fact that courses may be taken exclusively in the summer, all requirements for the M.A. are the same as those in effect in the regular M.A. program.

The Master of Arts in Teaching Degree

Candidates for the M.A.T. in Romance Languages must earn at least fifteen credits in their major language and literature. Their program should include a course in stylistics if their previous training does not include this subject. In addition, they are expected to familiarize themselves with those works in the *Departmental Reading List* which are designated as required for all degree candidates.

Oral Comprehensive Examinations

The oral comprehensive examinations in the M.A.T. program follow exactly the format of the M.A. comprehensives described above.

Thesis

Candidates for the M.A.T. are not permitted to offer theses, since course coverage of their major subject is already limited by other requirements. However, they are expected to demonstrate their ability to do individual work at the graduate level in seminars and term papers.

The Doctor of Philosophy Degree

Prerequisites and Requirements

1) By the third semester of graduate study, doctoral candidates should have solidified their grasp of the major literature.

2) A reading knowledge of Latin is required of all candidates and should be achieved early in the program. This requirement may be satisfied

either by passing Latin 205, by presenting an equivalent acceptable to the Department, or by taking a qualifying examination.

3) A reading knowledge of German is mandatory for all candidates and must be demonstrated through a qualifying examination or an equivalent acceptable to the Department. In exceptional circumstances, and with prior approval of the Department, another language outside the field of Romance (English excluded) may be substituted for German, if it is more pertinent to specific doctoral objectives.

4) The History of the Language courses are obligatory for all doctoral candidates except for students who have had the equivalent courses elsewhere. Students who take the History of the Language course at Boston College and receive "A" in both semesters shall be exempted from the comprehensive examination in this area. Under no circumstances will candidates who have taken the History of Language elsewhere be excused from the comprehensive examination in this subject.

5) The Department normally requires one year of residence during which the candidate must be registered at the University as a *full time student* (four 3-credit courses per semester) following a program of course work approved by the Department. Students teaching at Boston College (teaching fellows) or elsewhere must take three courses per semester, while teaching no more than two, in order to satisfy their residence requirement. The Department does not accept satisfaction of the residence requirement during the year in which the dissertation is written.

6) A minimum of sixty credits of graduate study is necessary to fulfill course requirements before the student is admitted to comprehensive examinations.

7) Comprehensive examinations covering various aspects of the program may be staggered over more than one examination period. They should be completed, however, before the end of the fifth year of graduate study.

8) The subject of the dissertation must be submitted for approval by the Department upon successful completion of the comprehensive examinations.

9) Applicants whose academic backgrounds reveal deficiencies may be admitted on a basis of unusual talent and potential development, but they must expect a longer period of course work than is usually required.

Plans of Study

Plan I: Romance Philology

Candidates electing the doctoral program in Romance Philosophy must develop graduate capabilities in the following areas:

- 1) History of the French, Italian *and* Spanish languages.
- 2) History of the Portuguese *or* the Provençal language.
- 3) History of the major literature (French, Italian or Spanish: general coverage).

Comprehensive examinations covering area (1) will be both written and oral. The examination dealing with (2) and (3) will be written only.

The dissertation may be a study in Romance Philology, comparative in nature, or set within the history of a single language. It may also involve the critical edition of an early text in the major literature.

Plan II: Romance Literature

Candidates who concentrate in Romance Literature must achieve a high level of competence in the following areas:

- 1) History of the major literature (French, Italian or Spanish).
- 2) Comparative study of a major period or literary movement in three modern literatures. One of these may be outside the field of Romance. The option includes English.
- 3) History of the major language.

The comprehensive examinations covering area (1) will be both written and oral. The examination dealing with (2) and (3) will be written only.

The dissertation may deal with a problem in the major literature or involve a comparative study in the period of specialization.

Plan III: Comparative Medieval Literature

PREREQUISITES AND REQUIREMENTS

- 1) Applicants should have an active command of two of the languages they will study, and a course background in at least one medieval literature.
- 2) General coverage of the major literature should be completed by the third semester of graduate study.
- 3) A reading knowledge of Medieval Latin is required and a qualifying examination must be taken early in the program.
- 4) Six credits in Medieval English, German, Latin or Slavic may be included in the candidates' program, if their doctoral objectives are related to these fields.

Doctoral candidates specializing in Comparative Medieval Literature must develop competence in the following areas:

- 1) History of three medieval literatures. At least two of these must be selected from the following group: French, Italian, Spanish. The third may be Portuguese, Provençal, or outside the field of Romance.
- 2) History of the major literature. (French, Italian or Spanish: general coverage.)
- 3) History of the major language.

Examinations covering area (1) will be both written and oral; those dealing with (2) and (3) will be written only.

The subject of the dissertation will deal with a problem in Comparative Medieval Literature.

Financial Assistance

N.D.E.A. Fellowships

(Title IV)—\$2,000-\$2,200-\$2,400, plus usual allowances for Summer Study and dependents.

University Fellowships

A \$2,500 award to an unusually promising applicant, without any obligation on his part of service to the University.

Teaching Fellowships

Stipends of \$2,500 plus full remission of tuition during the academic year and the summer session. Fellows are responsible for six hours of teaching in the undergraduate colleges.

Graduate Assistantships

Stipends are \$1,900 plus full remission of tuition. Graduate students are expected to provide research and clerical assistance, or student guidance in the language laboratory, on an average of twelve hours per week.

Appointments are competitive; they are based upon the candidates' background and experience. In the case of teaching fellows, a personal interview is desirable.

Courses of Instruction

FRENCH (RL)

Unless otherwise indicated, all courses are offered in French.

RI 305-306—Advanced Composition and Introduction to Literary Analysis (F, S; 3, 3)

The purpose of this course is to strengthen the student's mastery of French syntax and difficult grammatical problems so that he may express himself correctly and accurately in expository writing. Students will be introduced to techniques of close literary analysis. Not for graduate credit. Two sections.

Jacqueline Enos

RI 309-310—Cultural Background of French Literature (F, S; 3, 3)

This course intends to review the development of ideas with particular emphasis on social structures and political institutions from the Middle Ages to the 20th Century in order to place selected literary works in their historical and social perspective and to show to what degree French literature is a social testimony.

Monique Fol

RI 411-412—French Literature of the Middle Ages (F, S; 3, 3)

The origin and development of literary genres in France: *chansons de geste*, lyric poetry, novels of love, chivalry and adventure, religious drama and comedy. Study of the masterpieces. New directions, realism and satire, modern trends in literature, from the beginning of the Hundred Years' War to the dawn of the Renaissance.

Normand R. Cartier

RI 421-422—The Renaissance in France (F, S; 3, 3)

A study of the historical, philosophical, and literary movements which molded the French Renaissance. Selections from Marot, Rabelais, Marguerite de Navarre, the poets of the *Pléiade*, Agrippa d'Aubigné, Montaigne and others will be read as reflections of humanistic ideals, wars of religion, and the search for the Good Life in the sixteenth century.

Betty Rahv

RI 431-432—Seventeenth Century Literature (F, S; 3, 3)

A study of the classical literature of the age. Works of philosophers and moralists, such as Descartes, Pascal, La Rochefoucauld, La Bruyère, and plays of Corneille, Racine and Molière will be given particular attention.

Joseph Figurito

RI 441-442—French Literature of the Eighteenth Century
(F, S; 3, 3)

The first semester will focus on the ideas of the “philosophes” such as Montesquieu, Voltaire, Diderot and Rousseau. The second will concentrate on the novel and theatre. It will include such writers as Prévost, Marivaux, Beaumarchais and Laclos.

Vera G. Lee

RI 451-452—Romanticism and Realism in French Literature
(F, S; 3, 3)

A study of these currents in French poetry, drama, and narrative literature of the nineteenth century, with detailed analysis of the masterpieces.

Norman Araujo

RI 455-456—The Symbolist Movement in French Literature
(F, S; 3, 3)

The origins of symbolism, its masters, and the characteristics of their poetry. Selected texts from Baudelaire, Verlaine, Rimbaud, Mallarmé, Rénier, and Laforgue will be analyzed.

Georges Zayed

RI 461-462—French Literature of the Twentieth Century
(F, S; 3, 3)

An analysis of literary trends in France, from World War I to the present. Novels, plays, and essays of significant writers will be read as reflections of the human condition and of the problems of man in our times.

Joseph D. Gauthier, S.J.

RI 705—History of the French Language
(F; 3)

A study of the internal and external factors which determined the development of French from spoken Latin to the modern language. Selected texts from each major period will be analyzed to illustrate the interplay of linguistic and literary problems.

Offered biennially, 1973-1974

Maria L. Simonelli

RI 706—Readings in Old French*
(S; 3)

From courtly poetry to the realism of the thirteenth century. Selections from Marie de France, Conon de Béthune, Hélinant de Froidmont, Jean Bodel, Gautier de Coincy, Thibaut de Champagne, Guillaume de Lorris, Jean de Meung and Rutebeuf.

Offered biennially, 1973-1974

Maria L. Simonelli

RI 715—The French Epic
(F; 3)

Origins and development of the *chanson de geste*. Legendary exploits of Charlesmagne and Roland, Guillaume d'Orange, Raoul de Cambrai, Girard de Roussillon, Ogier le Danois, Godefroy de Bouillon, etc.

Offered biennially, 1973-1974

Normand R. Cartier

RI 716—The Roman Courtois
(S; 3)

The heritage of antiquity, Byzantine exoticism, and Celtic legends. Readings in *Eneas*, *Tristan et Iseut*, the works of Chrestien de Troyes, *Aucassin et Nicolette*, the *Lancelot en prose*, the works of Jean Renart, la *Chastelaine de Vergy*, etc. The doctrine of courtly love and its allegorical sublimation in the *Roman de la Rose*.

Offered biennially, 1973-1974

Normand R. Cartier

RI 717—Old French Lyrics
(F; 3)

The problem of the origins. Indigenous "popular" poetry; troubadours of Languedoc, trouvères of the North, and bourgeois poets of Arras. Love, chivalry, the crusades, and the struggle for existence as sources of poetic and musical inspiration.

Offered biennially, 1972-1973

Normand R. Cartier

RI 718—Middle French Lyrics
(S; 3)

Traditional themes versus modern trends; the increasing focus upon personal elements in the lyric poetry of the 14th and 15th centuries. Machaut, Froissart, Deschamps, Christine de Pisan, Alain Chartier, Charles d'Orléans, and others. Close reading of the poetry of Villon.

Offered biennially, 1972-1973

Normand R. Cartier

RI 719—Satirical Literature in Medieval France
(F; 3)

Personal enmity, political rivalry, moral indignation, anticlericalism, misogyny and *l'esprit gaulois* as inspiration for the satirical songs of the poets, the parody of Renart, the laughter of the fabliaux, the propaganda of Jean de Meung, the *Quinze Joyes de Mariage*, the dramatization of universal folly, the mockery of Villon, and the grin of Death in the *Danse Macabre*.

Offered biennially, 1972-1973

Normand R. Cartier

RI 720—The Medieval Theatre in France
(S; 3)

Development of the religious drama from Latin tropes to passion plays. The *Jeu d'Adam*, Jean Bodel's *Jeu de Saint Nicolas*, Rutebeuf's *Miracle de Theophile*, and selections from the *Mystères de la Passion* will be read. Development of the medieval comedy in *Courtois d'Arras*, le *Jeu de la Feuillée*, la *Farce de Pathelin*, and the theatre of the Basoche.

Offered biennially, 1972-1973

Normand R. Cartier

RI 721—French Chroniclers of the Middle Ages
(F; 3)

Personal literary accounts of the deviation of the fourth Crusade and the conquest of Constantinople, the life and deeds of Saint Louis, the Hundred Years' War and the expeditions of the French, Louis XI's struggle against the dukes of Burgundy . . . Villehardouin, Clari, Joinville, Froissart, Commines and others as witnesses of their times.

Offered biennially, 1973-1974

Normand R. Cartier

RI 723—French Lyric Poetry of the Sixteenth Century
(F; 3)

An inquiry into the three esthetic approaches of French Renaissance poetry. Comparisons will be made between the metaphysical expression of l'Ecole lyonnaise (Scève, Labé), the classical perspective of the Pléiade (Ronsard, du Bellay), and the baroque vision of the end of the century (d'Aubigné, Chassignet, Sponde).

Offered biennially, 1972-1973

Betty Rahv

RI 725—Studies in Rabelais
(F; 3)

The great humanistic surge of the 16th century in France and its culmination in the creative genius of Rabelais. The Utopia of the Renaissance and the paragon of artistic realism in *Gargantua* and *Pantagruel*. "Le gigantisme" as an instrument of satire.

Offered biennially, 1973-1974

Betty Rahv

RI 726—Poetry of the Pléiade
(S; 3)

Pléiade literary theory preached and applied. Extensive readings of the works of Ronsard and Du Bellay. Selections from the other poets of the group. Literary movement studied against the background of the political and social life of the nation.

Offered biennially, 1973-1974

Betty Rahv

RI 727—Studies in Montaigne
(S; 3)

The quest of wisdom in the face of the wars of religion. Montaigne's progress from meditation over the philosophers of antiquity to the discovery of his personal microcosmos. The art of communication in *Les Essais*, a source book for later moralists in search of the modern conscience.

Offered biennially, 1972-1973

Betty Rahv

RI 731—Moralists of the Seventeenth Century
(F; 3)

A study of ideas and reflections of the writers of the period. The works of François de Sales, Pascal, Descartes, La Bruyère, Bossuet and la Rochefoucault will be discussed.

Offered biennially, 1973-1974

Joseph Figurito

RI 733—The Plays of Corneille
(F; 3)

A study of the foundation and theories of the Classical French Theatre, status of production and changes in scenery, the advent of Corneille in 1629. The course will consist of analysis and discussions of Corneille's major and minor works.

Offered triennially, 1973-1974

Joseph Figurito

RI 734—The Tragedies of Racine
(F; 3)

The Jansenistic trend and its influence on Racine. Classical theories with more human *vraisemblance*. Lectures and discussions on the plays of the first Racine and the plays of conciliation of the prodigal son.

Offered biennially, 1972-1973

Joseph Figurito

RI 736—The Comedy of Molière
(S; 3)

A study of the development of French comedy from farce and *com-media dell'arte* to the advent of J. B. Poquelin. Method of observation and portrayal of reality in criticism of his era. Molière as a writer, director, producer, and actor. Influence of the Italian theatre.

Offered biennially, 1973-1974

Joseph Figurito

RI 741—Studies in the French Enlightenment
(F; 3)

The theme of the course will be society and the French Enlightenment as reflected in the writings of the *Philosophes* such as Montesquieu, Voltaire, Diderot and Rousseau.

Offered triennially, 1973-1974

Vera G. Lee

RI 743—Voltaire and Rousseau
(F; 3)

The literary and philosophical writings of the two men who dominated 18th century French literature and thought. These writers will be studied in the context of their relationship, of their prerevolutionary significance and of their influence on modern civilization.

Offered triennially, 1972-1973

Vera G. Lee

RI 744—The Eighteenth Century Theatre in France
(S; 3)

Classicism and modern innovations in the French theatre of the 18th century. This course will concentrate on the comedies of Marivaux, Beaumarchais, Lesage and Dancourt, and the *drame bourgeois* of Diderot and his disciples.

Offered triennially, 1974-1975

Vera G. Lee

RI 745—The Eighteenth Century Novel
(F; 3)

An analysis of narrative masterpieces as an expression of the philosophical and aesthetic trends of the period. The course will focus upon the *contes* and *romans* of Prévost, Voltaire, Diderot and Rousseau.

Offered triennially, 1973-1974

Vera G. Lee

RI 751—The French Theatre in the Nineteenth Century
(F; 3)

A study of Romanticism, Realism and Naturalism in French drama of the 19th century, between Hugo's *Hernani* and Antoine's *Théâtre libre*. Special attention will be devoted to the works of Hugo, Musset, Scribe, Augier and Becque.

Offered triennially, 1972-1973

Norman Araujo

RI 753—Romantic Poetry of the Nineteenth Century
(F; 3)

The literary doctrine, themes and artistic virtuosity of the Romantic poets, as they appear in the most significant creations of Lamartine, Hugo, Musset and Vigny.

Offered triennially, 1974-1975

Norman Araujo

RI 754—Victor Hugo
(S; 3)

The impact of Hugo's personality and creative genius on the literary evolution of his time. An examination of his role as high priest of the Romantic movement and an assessment of his contribution to the development of French poetry and prose.

Offered triennially, 1972-1973

Norman Araujo

RI 755—Balzac's Human Comedy
(S; 3)

An appreciation of Balzac's role in the development of the French novel through an examination of his most significant works. Conception, framework and elaboration of the "*comédie humaine*."

Offered triennially, 1973-1974

Norman Araujo

RI 756—Stendhal and Flaubert
(S; 3)

The evolution of the realist novel in the nineteenth century as it appears in the works of its outstanding exponents. *Beylisme* and *bovarisme* as romantic reactions against the prosaic environment of reality.

Offered triennially, 1974-1975

Norman Araujo

RI 758—"Contes et Nouvelles" in the Nineteenth Century
(F; 3)

While devoting proper attention to the general evolution of the *conte* in the 19th century, the course will center around the most significant works of Mérimée, Maupassant and Daudet.

Offered triennially, 1973-1974

Norman Araujo

RI 759—The Parnassian Poets
(F; 3)

L'art pour l'art as an aesthetic ideal. Its crystallization in the poems of Théophile Gautier, Théodore de Banville, Leconte de Lisle and Heredia.

Offered triennially, 1973-1974

Georges Zayed

RI 760—Verlaine (Seminar)
(S; 3)

The lyrical genius of "Pauvre Lélian" and his creation of music with symbol: *Poèmes saturniens*, *Fêtes galantes*, *Sagesse*, etc., as artistic reflections of the poet's turbulent existence.

Offered triennially, 1972-1973

Georges Zayed

RI 761—Baudelaire (Seminar)
(F; 3)

The drama of Baudelaire's inner life: satanism versus spiritualism. Originality of his poetry centered in "*le frisson nouveau*," *correspondances* and symbol. *Les Fleurs du Mal* at the poetic crossroads of the 19th century.

Offered triennially, 1974-1975

Georges Zayed

RI 762—Rimbaud (Seminar)
(S; 3)

The visionary poet's experiment with "*le dérèglement des sens*" and his theory of "*le poète voyant*." *Une Saison en Enfer* and the failure of a system. His contributions to the development of modern trends in French poetry.

Offered triennially, 1972-1973

Georges Zayed

RI 765—The Literature of Existentialism in France
(F; 3)

The Theatre of Sartre: a study of eight plays. *Les Mouches*, *Huis Clos*, *Morts sans sépulture*, *La Putain respectueuse*, *Les Mains sales*, *Le Diable et le bon Dieu*, *Nekrassov*, *Les Sequestrés d'Altona*.

Offered triennially, 1974-1975

Joseph D. Gauthier, S.J.

RI 267—Surrealism in France
(F; 3)

Studies in Surrealism as a way of life and an artistic expression; its emergence and relation to Existentialism and the Arts. The course will focus upon the works of Apollinaire, Breton, Aragon, Eluard et al.

Offered triennially, 1974-1975

Joseph D. Gauthier, S.J.

RI 269—André Gide (Seminar)
(F; 3)

Discussion will deal with the author's life and the basic tenets of "le gïdisme"; Gide as literary critic and experimental novelist; his influence upon the younger generation of writers in France.

Offered triennially, 1972-1973

Joseph D. Gauthier, S.J.

RI 770—Malraux (Seminar)
(F; 3)

Malraux, as a man of action and a man of letters, has had a unique range of experiences: archeologist, novelist, Resistance fighter, art historian, biographer and statesman. Readings will parallel his experiences from the early Surrealist writings to his *Antimémoires*.

Offered triennially, 1973-1974

Joseph D. Gauthier, S.J.

RI 772—The French Theatre in the Twentieth Century
(S; 3)

A study of French drama and stage production from World War I to the present time. Special attention will be given to the plays of Claudel, Sartre, Camus and the contemporary "theatre of the absurd."

Offered biennially, 1973-1974

Vera G. Lee

RI 773—Stephane Mallarmé
(F; 3)

A study of Mallarmé's poetry and of his influence upon the group of young writers who gravitated around him. The birth and growth of the Symbolist movement.

Offered triennially, 1972-1973

Georges Zayed

RI 774—Péguy and Apollinaire
(S; 3)

A study of contrasts in two modern conceptions of poetry. Literature as a polemic instrument for the exaltation of patriotic and religious virtues in Péguy; the personal experiences of an anarchist and dilettante as sources of inspiration for Apollinaire.

Offered triennially, 1973-1974

Georges Zayed

RI 775—The Poetry of Claudel and Valéry
(F; 3)

Two poetic visions of man and the world. Symbolism as the handmaid

of mystical inspiration in the poetry of Claudel, and as the expression of scientific idealism in the hermetic compositions of Valéry.

Offered triennially, 1973-1974

Georges Zayed

RI 776—Evolution of French Poetry in the Nineteenth Century (Seminar)

(F; 3)

Study of the principal currents and doctrines to the eve of Surrealism. Their affiliations and oppositions. Characteristics of old and new schools. Traditional verse and "vers libre." Various influences and new orientations in poetry.

Offered triennially, 1972-1973

Georges Zayed

RI 781-782—French Stylistics

(F, S; 3, 3)

This course is designed to give advanced students and prospective teachers of French a grasp of stylistics and to foster the development of individual style through the analysis of illustrative texts from the masters and exercises in free composition.

Monique Fol

RI 787—François Mauriac (Seminar)

(S; 3)

The novels of Mauriac will be discussed as artistic expressions of the problem of evil and "l'inquiétude spirituelle" in the modern world. The crystallization of Mauriac's ideas in the unforgettable characters of Thérèse, Brigitte and Génitrix.

Offered triennially, 1972-1973

Joseph D. Gauthier, S.J.

RI 788—Albert Camus

(S; 3)

The early, middle and later career of Albert Camus, with special attention to the lyrical essays, the theme of the absurd and the revolutionary ideal. Other topics discussed will be questions on Algeria and Camus' relationships with Sartre, Malraux and Hemingway.

Offered triennially, 1973-1974

Joseph D. Gauthier, S.J.

ITALIAN (RL)

Unless otherwise indicated, all courses are offered in Italian.

The courses listed below will be offered when needed.

RI 319-320—Cultural Background of Italian Literature

(F, S; 3, 3)

The cultural and artistic achievements of the Italian nation from the Middle Ages to the present day and their relation to the major trends and developments in Italian literature. While this course may be taken as an elective by all students, it may also be counted towards an Italian major. Conducted in English.

Antonio C. Mastrobuono

RI 513—Dante: A Study of His Poetry at the Time of the "Vita Nuova"

(F; 3)

Formation of Dante's poetic language through the cultural experiences of his youth.

Maria L. Simonelli

RI 515—Dante: “The Inferno”
(F; 3)

The first cantica of the *Divina Commedia* will be analyzed in the light of its political, religious and literary significance.

Joseph Figurito

RI 519—Dante: “Purgatorio”
(F; 3)

A continuation of the preceding course with stress on the second cantica.

Joseph Figurito

RI 521—Dante “Paradiso”
(F; 3)

A continuation of the *Divina Commedia* with stress on the third cantica.

Joseph Figurito

RI 532—The Works of Petrarca
(S; 3)

A study of the important works of the poet laureate in the light of his character and his time. Analysis and discussion will be focused on the *Canzoniere* and *I Trionfi*.

Joseph Figurito

RI 534—The Works of Boccaccio
(S; 3)

A study of Boccaccio, the man, reflected in his works. Particular attention will be given to the *Decamerone* as the universal opus embodying the known world of his time, which closes the Medieval Period.

Joseph Figurito

RI 537-538—The Renaissance in Italy
(F, S; 3, 3)

A study of the principles and spirit of Humanism, leading to an analysis of the Renaissance, through selected readings from the works of Ariosto, Tasso, Machiavelli, Cellini and other representative authors.

To be announced

RI 541—Petrarchism in Italy during the Sixteenth Century
(F; 3)

The theory of imitation and the poetic practice. From Bembo and Pier Francesco Pico to Bernardo Tasso.

Maria L. Simonelli

RI 542—Machiavelli
(S; 3)

A close reading of the *principe*. The philological aspect will be stressed.

Maria L. Simonelli

RI 558—Leopardi
(S; 3)

The *Operette Morali* and the period of the great *Idilli* (1824-1830): a moment in European Romanticism.

Maria L. Simonelli

RI 805—History of the Italian Language
(F; 3)

A study of the development of the Italian language, through analysis of the earliest extant documents, from the Veronese riddle to the first literary texts.
Offered 1972-1973 Maria L. Simonelli

RI 806—Readings in Early Italian
(S; 3)

Prerequisite: Italian 205 or the equivalent.
A philological analysis of Guido Cavalcanti's *Canzoniere*.
Offered 1972-1973 Maria L. Simonelli

RI 817—Critical Problems on Dante
(F; 3)

The *Convivio* and the 13th *Epistle* will be examined in their connection with the *Divine Comedy* in order to establish some basic methodological principles for the internal examination of Dante's poetical system.
Offered, 1972-1973 Maria L. Simonelli

RI 818—Studies on the Italian Trecento
(S; 3)

The stylistic devices of Petrarch's *Canzoniere* will be the subject of a critical analysis aiming at defining both the structural individuality of each poem and their connection with the rhetorical tradition of the *Romania*.
Offered, 1972-1973 Maria L. Simonelli

RI 822—The Arcadia and the Italian Enlightenment
(S; 3)

From Ripano Eupilino to Giuseppe Parini: a history of the aesthetical changes during the Italian 18th century.
Offered, 1972-1973 Maria L. Simonelli

RI 863—Modern Italian Prose
(F; 3)

The rise of the "Romanzo Storico." *Verismo*, *modernismo* and *decadentismo* in the evolution of Italian prose. A detailed assessment will be given to the contributions of Manzoni, Verga, Fogazzaro and D'Annunzio.

RI 864—Modern Italian Poetry
(S; 3)

The course will be focused upon the works of Carducci, Pascoli and D'Annunzio.

To be announced

PORTUGUESE (RL)

RI 31-32—Introduction to Portuguese
(F, S; 3, 3)

An intensive course for Department majors or other students with an interest in the language and culture of Portugal and Brazil. Fundamental elements of Portuguese will be assimilated rapidly. The reading and discussion of selected texts will be treated as a cultural initiation.

Norman Araujo

RI 61-62—Conversational Portuguese

(F, S; 3, 3)

This course is designed to improve the student's linguistic abilities. Classroom discussion and oral reports are based on literary and nonliterary readings.

To be announced

SPANISH (RL)

Unless otherwise indicated, all courses are offered in Spanish.

RI 325-326—Advanced Composition and Introduction to Literary Analysis

(F, S; 3, 3)

The purpose of this course is to strengthen the student's mastery of Spanish syntax and difficult grammatical problems so that he may express himself correctly and accurately in expository writing. Students will be introduced to techniques of close literary analysis. Not for graduate credit.

J. Enrique Ojeda

RI 329-330—Cultural Background of Spanish Literature

(F, S; 3, 3)

The cultural and artistic achievements of the Spanish nation, from the Middle Ages to the present day, and their relation to the major trends and developments in Spanish literature.

Diane Beth Hyman

RI 615-616—Spanish Literature of the Middle Ages

(F, S; 3, 3)

The origin and growth of literary genres in Spain, from the eleventh through the fifteenth century. Readings in the epic poetry, the works of Alfonso el Sabio, the *Conde Lucanor*, *El Libro de Buen Amor*, Santillana, Jorge Manrique, and the *Cancioneros* of the 15th century.

Offered biennially, 1973-1974

To be announced

RI 631-632—Literature of the Golden Age

(F, S; 3, 3)

A study of the major authors and their works, with extensive required readings.

Ernest A. Siciliano

RI 651-652—Spanish Literature of the Nineteenth Century

(F, S; 3, 3)

The principal literary movements in Spain during the nineteenth century: Romantic poetry and theater; *costumbrismo* and *naturalismo*.

Offered biennially, 1973-1974

To be announced

RI 661-662—Spanish Literature of the Twentieth Century

(F, S; 3, 3)

A study of the generation of '98 and the *Modernista* movement, as well as the post-Civil War novel, theater, and poetry. Representative writers will include Unamuno, Baroja, Azorín, Machado, Benavente, Jiménez, Lorca, Casona, Cela, and others.

Robert L. Sheehan

RI 671-672—Spanish-American Literature
(F, S; 3, 3)

Survey of the development of literary genres in Hispanic America. Foreign influences and *criollismo*. Various types of novels: the struggle of man against the jungle or the *pampa*, of Indian against the white man, or man against society. The Spanish-American conscience as expressed by essayists and poets.

Guillermo L. Guitarte

RI 905—History of the Spanish Language
(F; 3)

A study of the internal and external factors which determined the development of Spanish from spoken Latin to the modern language. Selected texts from each major period will be analyzed to illustrate the interplay of linguistic and literary problems.

Guillermo L. Guitarte

RI 906—Readings in Old Spanish
(S; 3)

Prerequisite: Spanish 205 or its equivalent.

Early Spanish texts will be read for their philological interest to illustrate the growth of the language from its primitive forms into a vehicle for literary expression. The interplay of linguistic and cultural factors will be analyzed.

Guillermo L. Guitarte

RI 915—The Spanish Epic
(F; 3)

Origin and development of epic traditions in Spain. The *Poema de mío Cid*, the *Poema de Fernán González*, the *Siete Infantes de Lara* and the epic ballads. The course will be focused upon the first of these poems.

Offered biennially, 1973-1974

Guillermo L. Guitarte

RI 916—The "Libro de Buen Amor"
(S; 3)

The work of the Arcipreste de Hita will be analyzed as the culminating achievement of the Mester de Clerecía. Samplings from other compositions of the same poetic school will be read for background information.

Offered biennially, 1973-1974

Guillermo L. Guitarte

RI 917—Studies in Medieval Spanish Prose

The Infante don Juan Manuel and his works, with particular emphasis in *El Conde Lucanor*. *La Celestina*: problems of authorship and composition. Transformation of the traditional theme of the *Vetula* in a dramatized expression of a tragic love affair in Rojas' time.

Offered triennially, 1972-1973

Guillermo L. Guitarte

RI 918—Spanish Poetry of the Fifteenth Century
(F; 3)

The influence of medieval lyric traditions and of indigenous popular poetry upon the development of style and theme during the pre-Renaissance. The works of Juan de Mena, the Marqués de Santillana and poets of the court of Juan II will be studied.

Offered triennially, 1974-1975

To be announced

RI 919—The Romancero
(F; 3)

A survey of the *romances* of the 15th and 16th centuries. These historical cycles—the Cid, Bernardo del Carpio, Infantes de Lara—will be studied in terms of the epic origins as well as their influences on Siglo de Oro drama.
Offered triennially, 1974-1975 To be announced

RI 923—Lyric Poetry of the Golden Age
(F; 3)

Studies in the works of Garcilaso de la Vega, Castillejo, Fray Luis de León, San Juan de la Cruz, Herrera, Lope de Vega, Góngora and Quevedo.
Offered triennially, 1973-1974 To be announced

RI 925—The Picaresque Novel in the Siglo de Oro
(F; 3)

The origins of the unique genre and its masterpieces in Spain. The course will focus upon Lazarillo de Tormes, Guzmán de Alfarache and Quevedo's *Buscón*.
Offered biennially, 1974-1975 J. Enrique Ojeda

RI 927—Cervantes and "Don Quijote"
(F; 3)

A study of the man and his principal work.
Ernest A. Siciliano

RI 932—The Theatre of Lope de Vega
(S; 3)

A survey of the origins and development of the Spanish theatre will be made in conjunction with the study of Lope de Vega's plays. Selected *comedias* of this author will be read and related to various aspects of Spanish society during the Golden Age.
Offered triennially, 1973-1974 To be announced

RI 933—Calderón and the Auto Sacramental"
(F; 3)

Calderón's life and contribution to the Spanish theatre. The history of the important *auto sacramental*.
Offered biennially, 1972-1973 Ernest A. Siciliano

RI 955-956—Romanticism in Spain
(F, S; 3, 3)

Origins of Romanticism. Foreign influences. A study of the major works.
Offered biennially, 1973-1974 Ernest A. Siciliano

RI 957—Naturalism and Realism
(F; 3)

The development of the XIX Century Spanish novel from the *costumbristas* to Galdós. Works of Fernán Cabellero, Valera, Pereda, Pardo Bazán and Galdós will be discussed in the light of the literary, philosophical and religious ideas of the time.
Offered biennially, 1973-1974 J. Enrique Ojeda

RI 962—Spanish Theatre of Ideas: 1898-1936
(S; 3)

Elements of *Existentialism*, *Social Protest*, the *Absurd*, and the *Esperpento* in the dramas of Unamuno, Benavente, Valle-Inclán, Azorín, los hermanos Machado, Grau and Lorca.

Offered biennially, 1973-1974

Robert L. Sheehan

RI 963—The Generation of '98
(F; 3)

A study of the main authors, with discussion of their representative works: Unamuno, Baroja, Azorín, Machado and others.

Offered biennially, 1972-1973

Robert L. Sheehan

RI 966—Contemporary Spanish Drama (Since 1939)
(S; 3)

A study of the most important works of Casona, Calvo-Sotelo, Pemán, Buero Vellejo, and others, as a reflection of literary and social developments in contemporary Spain.

Offered biennially, 1972-1973

Robert L. Sheehan

RI 967—Contemporary Spanish Novel (Since 1939)
(F; 3)

A study of the most important works of Cela, Laforet, Gironella, Delibes and Matute, with emphasis on "Tremendismo" and other trends in the contemporary novel.

Offered biennially, 1973-1974

Robert L. Sheehan

RI 975—Contemporary Novelists of Latin America
(F; 3)

Readings in the works of Asturias, Carpentier, Cortázar, Fuentes, García Márquez and Vargas Llosa. Study of the transformation of the regionalistic and nationalistic subjects into the search for personal responsibility, the creation of atmosphere and of fictional metaphysics.

Offered biennially, 1973-1974

To be announced

RI 976—Lyric Poetry in Spanish America
(S; 3)

Readings in the poets of the various schools: colonial, romantic, modernist and contemporary trends. Particular attention will be given to the works of Sor Juana Inés de la Cruz, Bello, Heredia, Rubén Darío, Vallejo, Gabriela Mistral, Neruda and Octavio Paz.

Offered biennially, 1973-1974

J. Enrique Ojeda

**RI 977—The Latin American Essay from the Independence
Till the End of the XIXth Century**
(S; 3)

The fight against the colonial heritage and the tentatives of creation of a new society in latin american essayists of the Enlightenment, Romanticism and Positivism. Attention will be given, among others, to Bolívar, Bello, Sarmiento, Alberdi, Hostos and Rodó.

Offered triennially, 1972-1973

Guillermo L. Guitarte

ROMANCE LITERATURE COURSES OFFERED IN ENGLISH (RL)

RI 319-320—Cultural Background of Italian Literature
(F, S; 3, 3)

The cultural and artistic achievements of the Italian nation from the Middle Ages to the present day and their relation to the major trends and developments in Italian literature. While this course may be taken as an elective by all students, it may also be counted towards an Italian major. Conducted in English.

Antonio C. Mastrobuono

RI 353—Rabelais and the Modern World
(S; 3)

The humanist's Utopia: liberation of man from the scourges of ignorance, superstition, prejudice and war; cultivation and full enjoyment of Nature's gifts . . . The foibles of society magnified for therapeutic laughter by the master of satire and modern realism, in the lives of Pantagruel and Gargantua . . . The quest of the Good Life symbolized by Panurge's matrimonial aspirations.

Offered biennially, 1973-1974

Normand R. Cartier

RI 354—Cervantes and "Don Quijote"
(S; 3)

A study of the man and his principal work.

Offered biennially, 1972-1973

Ernest A. Siciliano

RI 357-358—Contemporary Latin-American Literature
(F, S; 3, 3)

The course is an introduction to the contemporary Latin-American novel, poetry, drama and essay. Among the writers to be studied are the Nobel Prize winners—Mistral, Asturias and Neruda—as well as Vallejo, Carpentier, Borges, Fuentes, Paz and Rulfo. The class will be conducted in English.

Gene Kupferschmid

RI 366—Literature and Existentialism
(F; 3)

The Theatre of Sartre: a study of eight plays. *The Flies*, *No Exit*, *The Victors*, *The Respectful Prostitute*, *Dirty Hands*, *The Devil and the Good God*, *Nekrassov*, *the Condemned of Altona*.

Offered biennially, 1972-1973

Joseph D. Gauthier, S.J.

RI 368—Calderón and the "Auto Sacramental"
(F; 3)

Calderón's life and contribution to the Spanish theatre. The history of the important *auto sacramental*.

Offered biennially, 1972-1973

Ernest A. Siciliano

RI 372—Contemporary French Theatre
(S; 3)

French drama and stage production from Cocteau to the present time. Special attention will be given to the plays of Sartre, Camus and the contemporary "theatre of the absurd," including the works of Ionesco and Beckett.

Offered triennially, 1972-1973

Vera G. Lee

RI 391-392—Dante: "The Divine Comedy"
(F, S; 3, 3)

This course is designed to give the student an understanding of Dante and his times. The *Divine Comedy* in translation will be analyzed in the light of its political, religious and literary significance.

Joseph Figurito

RI 393—Boccaccio in English
(S; 3)

A study of Boccaccio, the man, reflected in his works. Particular attention will be given to the *Decamerone* as the universal opus embodying the known world and criticism of his time, which closes the Medieval Period.

Offered biennially, 1972-1973

Joseph Figurito

RI 395-396—Teaching of Modern Languages
(F, S; 3, 3)

Analysis of approaches and methods in modern language teaching. Presentation of specific techniques, including the use of the language laboratory. Emphasis is placed on specifying behavioral objectives and evaluation procedures.

Offered biennially, 1972-1973

Rebecca M. Valette

RI 790—Reading and Research
(F, S; 3, 3)

Supervised reading within specific areas, for the solution of individual problems of research. This course may be taken only with the permission of the chairman.

By arrangement

The Department

RI 801—Thesis Seminar
(F, S; Cannot count toward doctoral course credits)

Individual work under tutorial supervision, to assist the student with problems of research related to the writing of the thesis.

By arrangement

The Department

RI 802—Thesis Direction
(F, S; 2 points)

A non-credit course for students who need guidance beyond the thesis seminar, for the completion of their theses.

By arrangement

The Department

RI 803—Methods of Research

The science of bibliography, the particular value of specific works and the handling of materials relating to chosen problems are treated in order to assist students in preparing their theses.

By arrangement

The Department

RI 891—Romance Philology
(F; 3)

From Latin to Romance. The development of Vulgar Latin into the Neo-Latin languages, illustrated by the comparative study of early French, Provençal, Italian, Spanish and Portuguese texts.

Offered triennially, 1972-1973

Maria L. Simonelli

RI 999—Doctoral Continuation

All students who have been admitted to candidacy for the Ph.D. degree are required to register for doctoral continuation during each semester of their candidacy. The registration entitles them to the use of University facilities (library, etc.) and to the privilege of auditing informally (without record in the graduate office) courses which they and their advisors deem helpful. Tuition must be paid for courses formally audited or taken for credit. The fee for doctoral continuation is \$80.00. Doctoral candidates who fail to enroll at the time of registration will be billed.

Faculty

Department of Romance Languages and Literature (RL)

<i>Professors:</i>	Normand R. Cartier, Joseph D. Gauthier, S.J., Guillermo L. Guitarte, Ernest A. Siciliano, Maria L. Simonelli, Georges Zayed.
<i>Associate Professors:</i>	Norman Araujo, Joseph Figurito, Vera G. Lee, Robert L. Sheehan, Rebecca M. Valette, J. Enrique Ojeda (<i>Chairman</i>)
<i>Assistant Professors:</i>	Jacqueline Enos, Betty Rahv.
<i>Instructor:</i>	Monique Fol, Diane Beth Hyman, Antonio C. Mastrobuono.

Department of Slavic and Eastern Languages

The Department of Slavic and Eastern Languages administers courses and programs in the following areas:

- General Linguistics
- Comparative Literature
- Slavic Languages and Literatures
 - Slavic Linguistics
 - Russian Language and Literature
- Oriental Languages and Literatures
 - Arabic
 - Chinese

A Master of Arts degree in Russian with concentration in literature or linguistics can be obtained by a minimum of thirty credits in prescribed course work and a masters' comprehensive examination. Upon admission candidates must demonstrate a working knowledge of the Russian language, equivalent at the very least to the proficiency expected at the end of two years of college Russian, and—be acquainted with the major facts of Russian literary history. Current study and examination requirements are made available to incoming students or, upon special request, to applicants for admission.

Upon request a student may combine graduate degree work in General Linguistics or in Russian with graduate studies in another department by mutual arrangement of the Department of Slavic and Eastern Languages with representatives and advisors of the appropriate jurisdictions. With the approval of the chairman, certain courses from other programs in the University may be counted toward the master's degree.

Information on the Masters of Arts in Teaching can be requested from the Department or from the School of Education.

Courses of Instruction

SI 001-002—Russian Language and Culture I, II (F, S; 3, 3)

The aim of this course is twofold; to impart a thorough structural knowledge of all the major points of Russian grammar, and to provide the student with a background in the main currents of Russian literature, music, and art. Bilingual readings, inductively approached, serve as a prime source of explication. Offered biennially, 1973-1974

SI 003-004—Elementary Russian I, II (F, S; 4, 4)

This is a course for beginners which stresses thorough training in Russian grammar, accompanied by suitable reading exercises and elementary composition. Students desiring an even more intensive study of elementary Russian should elect SI 011-012 in conjunction with this course.

Michael J. Connolly

SI 007-008—Introduction to Arabic I, II (F, S; 3, 3)

An introduction to the study of literary Arabic. The course is designed to develop simultaneously the fundamental skills: reading ability, aural comprehension, oral and written self-expression. Exercises in pronunciation, grammar and conversation. Class work will be supplemented by laboratory drill.

Samir F. Ibrahim

SI 009-010—Elementary Mandarin Chinese I, II (F, S; 6, 6)

An intensive introduction to the modern Chinese literary language: speaking, reading, writing and comprehension. Six classroom hours per week with additional language laboratory and section drills.

Wang Ching-yun
Ting Yueh-hung

SI 011-012—Russian Practicum: Elementary I, II (F, S; 3, 3)

Exercises and readings provided in connection with SI 003-004 to strengthen fundamental Russian grammar and vocabulary and to aid in the acquisition of the spoken language.

Mary L. Philippides

SI 013-014—Elementary Russian Conversation I, II (F, S; 0, 0)

Conversational practice on topics from everyday life for students beginning the study of Russian.

Vera Taranovski

SI 015—Conversational Mandarin (S; 3)

The rudiments of Chinese grammar, including pronunciation, *pinyin* romanization, and practice with everyday conversational phrases for students with little or no knowledge of the language.

Wang Ching-yun

SI 051-052—Intermediate Russian I, II

(F, S; 3, 3)

The reading of selected Russian texts and a review of the major points of Russian grammar causing the most difficulty for speakers of English.

Vera Taranovski

SI 053-054—Intermediate Intensive Russian I, II

(F, S; 6, 6)

Prerequisite: at least one year of Russian and consent of the Instructor.

This course is designed, through intensive training in oral usage and analysis of texts, to allow the student an adequate independent mastery of the language: listening comprehension, verbal proficiency, and composition. The basis of the work is the original prose of Russian writers of moderate difficulty.

Arshalouis A. Simeonian

SI 055-056—Advanced Russian Conversation I, II

(F, S; 0, 0)

Conversational practice on current events for students already having a fundamental knowledge of Russian grammar.

Vera Taranovski

SI 201—The Culture and Literature of Medieval Russia

(—; 3)

A historical account of early Russian literature from the 11th to the 18th century. Includes a reading of the Igor-tale, selection from the chronicles, hagiography, and tales from the 16th and 17th centuries. The survey of the literature will be supplemented by a review of the development of Russian material and spiritual culture from the pre-Kievan period to the time of Peter the Great. As time allows, the course also covers Russian folk-art and music. Lectures and readings in English.

Offered biennially, 1973-1974

SI 202—The Structural Nature of Signs

(—; 3)

A study of semiotic systems in language, linguistic philosophy, literature, and conceptual arts; the general role which the human ability to create and employ signs performs in the effective coding of thought expression as specified in linguistic theory; signs as compressed language and as language surrogates.

Offered biennially, 1973-1974

Lawrence G. Jones

SI 203—Survey of 19th-Century Russian Literature

(—; 3)

The major representatives of Russian literature in the period from Pushkin to Chexov. The novel dominates the readings of the semester with occasional shorter works introduced to demonstrate the ethical or moral pre-occupation of the individual author. Included in the readings are *Hero of Our Times*, *Dead Souls*, *The Brothers Karamazov*, *The Enchanted Wanderer*, and the stories of Chexov. Lectures and readings in English.

Irina Agushi

SI 204—Survey of 20th-Century Russian Literature

(F; 3)

Readings, critical analysis, and discussion of the works of the most representative Soviet *émigré* writers and poets from Maksim Gorkij to Aleksandr

Solzhenicyn and the recent Soviet clandestine press. Lectures and readings in English.

Irina Agushi

SI 205—Tolstoy and Dostoevsky
(S; 3)

A comparative presentation of Russia's two major writers. Their different perception of reality, their views on art, civilization, Christian ethics, etc. are discussed in connection with their principal novels. Lectures and readings in English.

Irina Agushi

SI 206—Society, Language and Communication
(S; 3)

Problems and studies in linguistic science presented for students of neighboring disciplines; modern theories of sound, form and meaning; the nature of language and linguistic structures; linguistic and cultural change. Original language-oriented research is an essential part of the course.

Offered triennially, 1972-1973

Michael J. Connolly

SI 207—Language and Liturgy
(—; 3)

Prerequisite: consent of the Instructor.

An examination of pertinent topics involving linguistic as well as non-verbal symbolism in liturgical and poetic-religious contexts including translation, hymnography, liturgical reform and experimentation, the evaluation of liturgical form, and the unique linguistic problems of Eastern Churches in the West. Some individual research is required.

Offered triennially, 1973-1974

Michael J. Connolly

SI 208—Advanced Russian I, II
(F, S; 3, 3)

Prerequisite: a thorough knowledge of Russian grammar.

A complete review of Russian grammar with abundant exercises; intensive practice in reading and correct expository composition. Conducted in Russian.

Arshalouis A. Simeonian

SI 210—Literature and Modern China
(F; 3)

A general survey of social, cultural, and political changes in modern China as reflected in Chinese and Western literature. Special attention is given to the role of tradition, the influence of foreign powers, forces leading to radical ideology, and the drastic social transformation after the 1949 revolution. Lectures and readings in English.

Ting Yueh-hung

SI 211—Beyond Liberal Consciousness in Scandinavian Literature
(F; 3)

A thematic study of major works by Scandinavian authors such as Kierkegaard, Ibsen, Strindberg, Hamsun, and Lagerkvist with special attention also to their continuing influence upon Western literary culture. Lectures and readings in English.

Brita Stendahl

SI 303-304—Applied Russian Style I, II
(F, S; 3, 3)

Effective composition in various genres and modes of expression on original themes; the stylistic analysis of Russian literary, journalistic, and technical texts. Conducted in Russian.

Arshalouis A. Simeonian

SI 305—History of the Russian Literary Language
(—; 3)

Prerequisite: a thorough knowledge of Russian.

The ways in which words and stylistic norms have been used in successive periods of Russian literature from the *Slovo o polku Igoreve* through Pushkin and the Russian classics to the modern Soviet era. Selected readings will form the basis of lectures and analyses and a major research paper will be required. Offered biennially, 1973-1974

Lawrence G. Jones

SI 306—Russian Literary Research
(S; 3)

Prerequisite: a thorough knowledge of Russian.

The general problems involved with the research of Russian literature. Bibliographies, reference texts, dictionaries, journals, and an understanding of the writing about Russian literature from various viewpoints: the chronicler, historian, theorist, critic and scholar. Supplementary topics will be selected by the instructor. Lectures, discussion, exercises.

Patrick J. Wreath

SI 307—Russian Drama
(F; 3)

A close study of selected works in this genre from Fonvizin through Tolstoj, Chexov, Blok and Majakovskij to the modern theatre. The structure of the drama and the techniques of the romantic and the realist will be examined. Conducted in Russian.

Offered biennially, 1973-1974

Irina Agushi

SI 308—Dostoevskij and Tolstoj
(—; 3)

A study and analysis of the realist novel as it appears in the works of two of Russia's most influential writers. Readings and selected criticism. Conducted in Russian.

Offered biennially, 1973-1974

Irina Agushi

SI 309—Seminar in 19th-Century Russian Poetry
(F; 3)

Intensive study of the structure, thematic trends and personalities expressed in 19th-century Russian poetry.

Lawrence G. Jones

SI 310—Seminar in 20th-Century Russian Poetry
(S; 3)

Intensive study of developments in Russian poetry from the Symbolist period through current Soviet poetry, and, to a certain extent, *émigré* Russian poetry.

Lawrence G. Jones

SI 311—General Linguistics
(F; 3)

An introduction to the history and techniques of the scientific study of language in its structures and operations.

Michael J. Connolly

SI 312—The Indo-European Languages
(S; 3)

An introduction to the techniques for a comparative historical study of the phonology, grammar and etymology of the classical Indo-European languages.

Offered triennially, 1974-1975

Michael J. Connolly

SI 313—Structural Poetics
(—; 3)

An application of the theory and techniques of structural linguistics to the analysis and formal criticism of poetic and symbolic language. Selected poetry from the European and American traditions will serve as the subject matter. Individual research of an original nature will also be required.

Offered triennially, 1974-1975

Lawrence G. Jones

SI 314—Old Persian & Avestan
(S; 3)

Seminar in ancient languages, I. The language of the Achemenid cuneiform inscriptions and the related earlier dialect of the Zoroastrian Zend-Avesta.

Offered triennially, 1974-1975

Michael J. Connolly

SI 315—The Czech Language
(—; 3)

A structural sketch of the major grammatical and phonological features of Czech and its relation to Slovak. Inductive reading will serve to supplement lecture materials.

Offered biennially, 1973-1974

Lawrence G. Jones

SI 316—Old Church Slavonic
(F; 3)

The origins and development of the Slavic languages; the linguistic structure of Old Church Slavonic and its relation to modern Slavic languages illustrated through readings in Old Church Slavonic texts.

Michael J. Connolly

SI 317—Old Russian
(S; 3)

Prerequisite: SI 316 or its equivalent.

An intensive study of the grammar of Old Russian and an introduction to readings in the literature of Russia from the Kievan period on. The philology of Old Russian texts.

Jadranka Santen

SI 318—Style in Russian Literature
(F; 3)

A study of Russian abstract expression and a familiarization with the subtleties of syntax, vocabulary, and style in literary genres, through extensive analytic reading in Russian classics and imitative composition. Conducted in Russian.

Irina Agushi

SI 319—Russian Poetry
(F; 3)

The history of Russian poetry from the 18th century through the Futurist and Symbolist movements to poetry of the contemporary scene. The purpose of the course is to acquaint the student with the critical problems related to the study of poetry including structure, imagery, and theme. Individual works are analyzed for their intrinsic values as well as for their reflection of particular problems related to an historical period. Conducted in Russian.

Offered biennially, 1972-1973

Irina Agushi

SI 320—Pushkin & Gogol'
(S; 3)

Close reading of the major works of Pushkin and Gogol' as well as related works of Lermontov. Individual literary techniques and styles are studied along with the background of Russian romanticism and the transition of Russian realism. Conducted in Russian.

Irina Agushi

SI 321—Turgenev and his Contemporaries
(S; 3)

The aesthetic and ideological values of Turgenev's works; Turgenev's role in literary circles of the mid-19th century in Russia and abroad. Students also explore writings of the period (e.g. Goncharov and Ostrovskij) for their polemical and ideological content. Conducted in Russian.

Offered biennially, 1972-1973

Irina Agushi

SI 322—Structure and History of Russian
(S; 3)

Prerequisite: A knowledge of Russian grammar.

An introduction to specific topics in the linguistic analysis of the modern literary language.

Offered biennially, 1972-1973

Michael J. Connolly
Jadranka Santen

SI 324—The Serbocroatian Language
(S; 3)

A structural sketch of the major grammatical and phonological features of Serbocroatian, the principle literary language of Yugoslavia. The relationship of Serbocroatian, the principal literary language of Yugoslavia. The relationship of Serbocroatian to Slovenian will also be explored. Inductive reading will serve to supplement lecture materials.

Offered biennially, 1972-1973

Jadranka Santen

SI 325—Historical Linguistics
(S; 3)

Prerequisite: SI 311 or its equivalent is recommended.

The study of the phenomenon of language change; linguistic affinities and the methods for projecting earlier stages of language groups: comparative and internal reconstruction.

Offered triennially, 1973-1974

Michael J. Connolly

SI 327—Sanskrit
(S; 3)

Seminar in ancient languages, II. The grammar of the classical language of India, supplemented through reading selections from the classical literature and an introductory study of comparative Indo-Iranian linguistics.
Offered triennially, 1972-1973

Michael J. Connolly

SI 328—Classical Armenian
(S; 3)

Seminar in ancient languages, III. A grammatical analysis of Armenian *grabar*, the classical literary language current from the fifth century A.D. Sample readings from the Classical Armenian scriptural, patristic, liturgical, and historical texts.
Offered triennially, 1973-1974

Michael J. Connolly

SI 329—Comparative Literature
(S; 3)

A study of contemporary approaches to literature as literature from critical and also from sociological, political, psychological, and philosophical viewpoints; the material is demonstrated on various texts from the texts themselves.

Brita Stendahl

SI 390—Tutorial: Russian Language
(F, S; 3)

By arrangement

Arshalouis A. Simeonian
Irina Agushi

SI 391—Tutorial: Russian Literature
(F, S; 3)

By arrangement

Irina Agushi

SI 392—Tutorial: General Linguistics
(F, S; 3)

By arrangement

Michael J. Connolly
Lawrence G. Jones

SI 393—Tutorial: Mandarin Chinese
(F, S; 3)

By arrangement

Wang Ching-yun
Ting Yueh-hung

SI 394—Tutorial: Slavic Linguistics
(F, S; 3)

By arrangement

Lawrence G. Jones
Michael J. Connolly

SI 791—Russian Literature: Reading and Research
(F, S; 3)

By arrangement

Irina Agushi
Lawrence G. Jones

SI 792—Linguistics: Reading and Research
(F, S; 3)

By arrangement

Michael J. Connolly
Lawrence G. Jones

By arrangement

Lawrence G. Jones
Michael J. Connolly

Faculty

Department of Slavic and Eastern Languages (Sl)

<i>Professor:</i>	Lawrence G. Jones*
<i>Associate Professor:</i>	Irina Agushi
<i>Assistant Professor:</i>	Michael J. Connolly (<i>Chairman</i>)
<i>Adjunct Assistant Professor:</i>	Patrick J. Wreath
<i>Senior Lecturer:</i>	Arshalouis A. Simeonian
<i>Lecturers:</i>	Samir F. Ibrahim, Britt Stendahl, Vera Taranovski, Ting Yueh-hung, Wang Ching-yun
<i>Visiting Assistant Professor:</i>	Jadranka Santen
<i>Teaching Fellow:</i>	Mary L. Philippides

* On leave, 1972-1973

Department of Sociology (Sc)

Admissions Policy

Superior students, regardless of their undergraduate area of specialization, are encouraged to apply. Admission to the Ph.D. program will be granted to those students who, in the opinion of the department, evidence exceptional ability in their early graduate work. GRE's and letters of recommendation are required.

Degree Requirements

M.A.: General requirements are (a) 30 credit hours, including one course selected from each of the following areas: (1) Advanced Theory; (2) Methods; (3) Statistics; (b) a comprehensive examination.

No more than two courses co-listed with another department may be credited as Sociology.

Ph.D.: General requirements are (a) 30 credit hours above the Master's level, including six required hours of thesis direction, (b) "Tool" requirements such as foreign language or demonstrated proficiency in related skills, (c) one year full-time residency, (d) written Comprehensive Examination and (e) Dissertation and Oral Defense.

Financial Assistance

The department has available a combination of tuition waivers and stipends equivalent to about eight teaching assistantships, and four research assistantships. Awards are made on the basis of merit and need.

Courses of Instruction

Sc 466—Economy and Society
(F; 3)

The application of modern sociological research and theory to the study of economic systems.

Severyn T. Bruyn

Sc 467—Community Economics
(F; 3)

Prerequisite: consent of Instructor.

A course designed to conduct social research on selected problems within the economy reflected at the community level.

Severyn T. Bruyn

Sc 473—Sociology and Public Policy
(S; 3)

This course examines the uses of sociological research and social science methodology for making of public policy. Attention is given to selected studies of public policy development and to potential applications of sociological research to the solution of social problems.

Martin Lowenthal

Sc 529—Seminar on Sex Roles in the Modern World
(F; 3)

Special attention to the history and changing role of women.

Lynda L. Holmstrom

Sc 564—Seminar in Medical Sociology
(S; 3)

A seminar in current changes and issues in the medical professions, such as third-party medicine, the government's role in medicine, the changing role of the patient, medical ethics in the age of organ transplants, the physician and psychiatrist, as agents of social control.

Lynda L. Holmstrom

Sc 569—Ecology of Higher Education
(F; 3)

Prerequisite: Junior, Senior and graduate students. Permission of the Instructor for non-Sociology-majors.

A system of voluntary enterprises founded by particular groups for particular purposes. The founders, the patrons and publics, the teachers, the students, the alumni. Contingencies of survival: Financial, demographic, recruiting, ideological, social change. Religion and secularizing of higher education. The educational division of labor. Competition. Education and social policy.

John D. Donovan
Everett C. Hughes

Sc 571—Politics 1972
(F; 3)

Students will be required to work in political campaigns—Congressional, Presidential or both—dealing directly with people at various social class levels. After the November '72 Election, students will be required to write up their field work experiences relating them to the existing sociological literature on the American political party structure and its class and ethnic foundations.

Paula Leventman

Sc 595—Sociology of Leadership
(F; 3)

A critical study of leader types and leader roles in a variety of institutional structures and settings. Special attention to contemporary aspects of the leader's status and role.

John D. Donovan

Sc 660—Sociology of Religion
(F, S; 3)

An examination of the interrelationships of religious and social life, with emphasis on the social forms and conditions of religious life.

Theo Steeman, O.F.M.

Sc 661—Sociology of American Religion
(F, S; 3)

An analysis of the American religious experience; special attention will be given to how American society dealt with the problems of pluralism and diversity, the concept of civil religion, the broadening national value consensus, the American type of religious organization: Denominationalism.

Theo Steeman, O.F.M.

Sc 703—Multivariate Statistical Analysis in Sociology
(F; 3)

Level of measurement, contingency table analysis including measure of association and significance, correlation including multiples and partial; multiple regression, multiple discriminant analysis, analysis of variance, analysis of covariance, factor analysis, and sampling. Both parametric and nonparametric tests will be considered. Exercises will involve computer analysis of multivariate data.

John B. Williamson

Sc 710—Methods of Survey Research
(S; 3)

This course will emphasize the role of survey research in the social sciences. Other methodological approaches will be discussed but primarily from the perspective of how they can be used to complement the survey research approach. Attention will be focused on sampling, questionnaire construction, interviewing and data analysis. The use of the computer in the data analysis stage will be emphasized. Although not a requirement, students would find it beneficial to register in Sc 712, Computer Applications (Fall semester).

David H. Smith

Sc 711—Field Research Methods
(S; 3)

The nature and problems of observational field work in sociology. Special attention to the collection, retrieval and interpretation of observational data, the relationship between observational field work and other data gathering techniques. Students will be expected to work on individual field projects.

David A. Karp

Sc 712—Computer Applications in Social Research
(F; 3)

This course aims at training students to use program packages oriented toward statistical analysis of large masses of data. Specific packages discussed will include ISR, PSTAT, and SPSS. Students will be required to successfully run numerous programs on the IBM 360-70. No previous experience with computers will be assumed, but some background in statistics is recommended.

David H. Smith
Stephen Barry

Sc 715—Classical Sociological Theory
(F; 3)

An examination of the classical European traditions in the historical development of general sociological theory, including a consideration of such thinkers as Marx, Spencer, Durkheim, Weber, Simmel and Freud.

Seymour Leventman

Sc 716—Contemporary Sociological Theory
(S; 3)

An examination of the development of modern sociological theory in the post-classical period particularly emphasizing the contributions of American thinkers, the "Chicago School," functionalists, neo-Marxists, and conflict theorists.

Seymour Leventman

Sc 717—Critiques of Social Theory
(S; 3)

A review of functionalism and Marxism looking toward the development of cultural theory.

Severyn T. Bruyn

Sc 718—Seminar in Symbolic Interaction
(F; 3)

Students will collectively read and discuss selected works of writers working broadly within a symbolic interactionist frame of reference. Attention will be given to the development of symbolic interactionist thought especially, but the general concern of the seminar throughout will be on "conceptions of interaction and forms of sociological explanation." Among writers to be discussed might be included: Herbert Blumer, Harold Garfinkel, Erving Goffman, G. H. Mead, Max Weber, etc.

David A. Karp

Sc 722—Advanced Criminology
(S; 3)

Consideration of the social implications of individual and organized criminal behavior; the extent and nature of criminality as an index of the common weal; crime as a by-product and as an accepted element of contemporary society; white collar crime; war and crime; organized crime and the political machine.

Benedict S. Alper

Un 724—The Correction Processes: Rehabilitation and Treatment
(S; 3)

A critical review of what follows commitment of a juvenile by the juvenile court; reform schools and reformatories; probation and parole; community centers and half-way houses; therapy; counseling and guided group interaction. Enrollment limited to graduate students in sociology and to Law students.

Benedict S. Alper
Sanford J. Fox

Sc 725—Graduate Seminar in Advanced Penology
(F; 3)

Prerequisite: consent of Instructor.

A consideration of alternatives to present dealing with offenders: work

and educational release; community programs, residential and non-residential. Provision will be made for students to engage in field work in corrections.

James Isenberg

Sc 740—Seminar in Race and Ethnic Relations
(S; 3)

The nature and role of ethnic and racial groupings in various social contexts.

Everett C. Hughes

Sc 760—Occupational Careers
(F; 3)

The labor force as a changing complex of occupations; the career phases and contingencies of various occupations as related to the life cycle of the person and to social changes. Special attention to the career problems of persons of various statuses; e.g., the sexes, races, religions, ethnic groups.

Everett C. Hughes

Sc 761—Sociology of Childhood
(F; 3)

An analysis of the influences of social groups and social institutions on children with special emphasis on the process of socialization.

Kay R. Broschart

Sc 773—Stratification: A Research Seminar
(S; 3)

The student will participate in one or more research projects in the area of social stratification. There will be one project that the entire class will be involved in and in addition, students will work on independent, but related projects. An announcement of the topic of the class project will be made just prior to the start of the term.

John B. Williamson

Sc 770—Political Sociology
(S; 3)

An analysis of the underlying social conditions that affect government and political behavior.

William C. Yoels

Sc 777—Community
(F; 3)

The course will examine current theoretical approaches to the subject of community and will attempt to develop new frameworks for community analysis that can be used in the development and application of social policy.

Martin Lowenthal

Sc 799—Reading and Research
(F, S; 3, 3)

By arrangement

The Department

Sc 801—Thesis Seminar
(F, S; 3, 3)

By arrangement

The Department

Sc 819—Seminar on Durkheim as Sociologist and Ethicist
(F; 3)

An exploration of Durkheim's basic conceptions of society, religion and ethics. Reading knowledge of French is desirable, but not required.

Theo Steeman, O.F.M.

Sc 900—Teaching Apprenticeship
(F, S; 3, 3)

By arrangement

The Department

Sc 901—Research Apprenticeship
(F, S; 3, 3)

By arrangement

The Department

Sc 902—Seminar in the Teaching of Sociology
(F, S; 3, 3)

A working study of the pedagogical questions relevant to the teaching of sociology.

By arrangement

The Department

Sc 999—Doctoral Continuation

All students who have been admitted to candidacy for the Ph.D. degree are required to register for doctoral continuation during each semester of their candidacy. This registration entitles them to the use of the university facilities (library, etc.) and to the privilege of auditing informally (without record in the graduate office) courses which they and their advisors deem helpful. Tuition must be paid for courses formally audited or taken for credit. The fee for doctoral continuation is \$80.00. Doctoral candidates must enroll each semester.

Faculty

Department of Sociology (Sc)

<i>Visiting Professor:</i>	Benedict S. Alper, Everett C. Hughes.
<i>Professors:</i>	Severyn T. Bruyn, John D. Donovan,* Ritchie P. Lowry.**
<i>Associate Professors:</i>	Seymour Leventman, Michael Malec (<i>Chairman</i>), David H. Smith.
<i>Assistant Professors:</i>	Patricia P. Gadban, Lynda Holmstrom, David A. Karp, Martin Lowenthal, Robert G. Williams, John B. Williamson, William C. Yoels.
<i>Instructor:</i>	Joseph Bivins, Edward M. O'Flaherty, S.J.
<i>Lecturers:</i>	L. Kay Broschart, James Isenberg, Paula Leventman.

* On Sabbatical, Spring 1973.

** On Sabbatical, 1972-1973.

Department of Theology (Th)

The Department of Theology offers the Ph.D. degree in Theological Studies, in a Joint Graduate Program with Andover Newton Theological School, and the M.Ed. in Religious Education, which may be earned during the academic year, or in the Institute for the Study of Religious Education and Service, a four-summer degree program. Candidates for both degrees, during the academic

year, have access to the resources of the Boston Theological Institute, a consortium of Harvard Divinity School, Episcopal Theological School, Boston University School of Theology, Boston College Department of Theology, St. John's Seminary, and Weston College. Also, under a consortium arrangement with the Graduate School of Arts and Sciences, cross-registration and library resources are available at Boston University, Brandeis University, and Tufts University.

The Department of Theology is considering a Masters of Arts in Theology for proposal to the Educational Policy Committee.

Joint Doctoral Program in Theological Studies

The Ph.D. in Theological Studies is staffed and administered jointly by the graduate faculties of the Department of Theology of Boston College and Andover Newton Theological School, the degree being awarded by Boston College. While retaining their academic and fiscal identities, the two institutions have created an integrated joint graduate faculty of selected members of their faculties. Working through Admissions and Educational Policy Committees, they have set up a graduate program involving a unique degree of ecumenical cooperation at the doctoral level, bringing together faculty and students from diversified religious backgrounds. Enrollment each year is limited to nine students.

Areas of Specialization

Religion and Society

This field of concentration aims at the articulation of theology with social realities, both ecclesiastical and secular. Sociology, or, more specifically, sociology of religion, and Christian social ethics are brought together as ways of exploring and giving normative guidance to the involvement of the church in culture and society.

History of Christian Life and Thought

Students specializing in this area will be involved in examining the various historical forms of Christian faith, theology and doctrine, Christian behavior, ritual, and institutional development. The important question of the relationship of historical and theological methods will be treated, as will the problems connected with a theology of history.

Systematic Theology

This area will attempt to present the whole of the Christian faith in a coherent way, showing the connection between the symbols by means of rigorous and competent discourse, so that topical treatment is always referred to the integral whole.

The Graduate Colloquium

The Graduate Colloquium brings together students and faculty from all three areas of specialization in a bi-weekly seminar in which students will present problems and view them from at least two different methodologies.

Requirements

Students admitted to the Joint Graduate Program will normally have completed the Bachelor of Divinity, or the Master of Divinity, or their equivalent. The Master of Arts, or, in exceptional cases, the Bachelor of Arts, with a strong academic background in religion or theology, will also be considered for admission.

Language Requirement

Candidates in the Joint Graduate Program will be expected to be aware that serious work in all three areas of concentration will require a good working knowledge of several languages, German, French, Greek, and Latin being especially useful. Languages should be considered as a functional tool, and not as just another hurdle in the graduate program. The graduate faculty emphasizes the functional usefulness of modern and ancient languages in teaching and research. In their second year in the Graduate Colloquium, students will be expected to be able to use at least one foreign language as part of their contribution.

Residence and Length of Studies

Students entering the Joint Graduate Program with a B.D., or its equivalent, will be encouraged to complete their work, including the dissertation, within three years from the date of admission. Residence is defined as participation in the Graduate Colloquium and enrollment in three other courses. Normal residence will be two years. Requests for advanced standing, reduction in course requirement, or part-time work for a portion of students will be referred to the Educational Policy Committee.

Examinations

Above and beyond examinations in regular course work, Field Examinations, both written and oral, dealing with the major field of concentration, will be required. Their number will be determined by the Educational Policy Committee.

Dissertation Examinations

Each candidate will submit his or her proposed topic(s) in writing and discuss the proposal(s) before a dissertation committee. Each dissertation, or major article, will be defended by the candidate in a public disputation.

The Dissertation

Students in the Joint Graduate Program will be offered an alternate to the dissertation in the classical format. Three publishable articles, one of which would be regarded as a major work, may be submitted. On one of these the candidate would be expected to spend more time, and it would clearly reflect his or her major field of concentration. The other two articles would also be in the general area of the candidate's concentration. These three papers would meet the requirement for dissertation work, without prejudice, however, to a dissertation done in classical format. The classical dissertation would be a single work, the length of which it is impossible to determine with mathematical exactitude. The tendency to write voluminous dissertations will be discouraged. In some cases, there may be more than one director for dissertation work.

University Fellows

University Fellowships for four students will be available each year, offering tuition remission and a stipend of \$2500, two to be granted by Boston College and two by Andover Newton Theological School. University Fellows, and, possibly, other students, at some point in their course work, may apprentice themselves to work closely with one or more professors in the undergraduate, or B.D., course offerings. The Fellow will not be a substitute teacher, or corrector, or, during the period of his course work, a teaching assistant.

Library Resources

Students in the Joint Graduate Program will have an unprecedented wealth in library resources to draw upon. In addition to the holdings of the Boston College and Andover Newton Theological School libraries, the libraries of Boston University, Brandeis University, Episcopal Theological School, Harvard Divinity School, and the Harvard library system, including Widener, St. John's Seminary, and Weston College will be accessible to them.

All inquiries should be made to:

The Admissions Committee
Department of Theology
Boston College
Chestnut Hill, Massachusetts 02167

The Joint Graduate Faculty

John J. Begley, S.J., M.A., Ph.L., S.T.L., S.T.D.

Systematic Theology (Boston College)

Robert S. Brightman, S.T.B., Ph.D.

History of Christian Life and Thought (Boston College)

William Burke, S.J., M.A., S.T.L., S.T.D.*

Systematic Theology (Boston College)

Charles Edwin Carlston, M.A., B.D., Ph.D.

Biblical Studies (Andover Newton Theological School)

Gerald Robertson Cragg, M.A., Ph.D., Litt.D., D.D.

History of Christian Life and Thought (Andover Newton Theological School)

Mary Daly, M.A., Ph.D., S.T.D.**

Systematic Theology (Boston College)

Gabriel Fackre, B.D., Ph.D.

Systematic Theology (Andover Newton Theological School)

Ernest L. Fortin, A.A., S.T.L., D.Litt.

Systematic Theology (Boston College)

Roger Hazelton, B.D., Ph.D., D.D., L.H.D.

Systematic Theology (Andover Newton Theological School)

William Holladay, B.D., Th.D.

Biblical Studies (Andover Newton Theological School)

Richard McBrien, A.M., S.T.L., S.T.D.

Systematic Theology (Boston College)

Paul Misner, S.T.B., S.T.L., Dr.theol.

History of Christian Life and Thought (Boston College)

Thomas P. O'Malley, S.J., M.A., S.T.L., D.Litt.

History of Christian Life and Thought (Boston College)

George Willis Peck, M.A., B.D.

Systematic Theology (Andover Newton Theological School)

William Childs Robinson, Jr., B.D., Ph.D.

Biblical Studies (Andover Newton Theological School)

Margaret Schatkin, M.A., Ph.D.

History of Christian Life and Thought (Boston College)

Max Lynn Stackhouse, S.T.B., Ph.D.*

Religion and Society (Andover Newton Theological School)

Theodore M. Steeman, O.F.M., B.D., Doct. Soc.

Religion and Society (Boston College)

* Sabbatical, 1972-1973.

** Sabbatical, First Semester; Leave of Absence, Second Semester.

James Earl Thompson, Jr., M.A., B.D., Ph.D.

History of Christian Life and Thought (Andover Newton Theological School)

Frans Jozef van Beeck, S.J., Ph.L., S.T.L., Ph.D.**

Systematic Theology (Boston College)

Thomas E. Wangler, M.A., Ph.D.

History of Christian Life and Thought (Boston College)

M.Ed. in Religious Education

The M.Ed. in Religious Education is designed for religious and lay persons who are, or will be diocesan and parish directors or coordinators of religious education, religious community supervisors and directors, campus ministers, and teachers of religion. Students admitted must possess the minimum of a bachelor's degree. Prerequisites are 24 semester hours in Philosophy and/or Theology and/or Religious Education, or their equivalent. An M.Ed. in Religious Education program, jointly conducted by Andover Newton Theological School and the Boston College School of Education is also available to advance the professional educator in school or church.

Students enrolled at Boston College may take either of the two following sequences, or a combination of the two:

- a) A four-summer degree program in the Institute for the Study of Religious Education and Service under the direction of Rev. John R. McCall, S.J. The Institute program includes morning lectures and discussions, plus afternoon seminars on vital aspects of religious education. The program of morning lectures for the 1972 Institute is as follows:

FIRST YEAR STUDENTS

The Church and Modern Religious Education

—Richard McBrien

Current Moral Principles in Religious Education

—Richard McCormick

Psychological Aspects in Religious Education

—John R. McCall, S.J.

SECOND YEAR STUDENTS

Christology: Approached Through Major Works of Literature

—Hamish Swanston

Current Developments in Ecclesiology

—Avery Dulles, S.J.

Christ and the Gospels in Modern Scholarship

—George MacRae, S.J.

Lecturers for Third Year Students in the 1973 Institute for the Study of Religious Education and Service will be: Anthony Padovano, Gabriel Moran, and Thomas Clark, S.J.

Each of the four summer Institute sessions grants six credits, with the possibility, in exceptional cases, of three extra credits for the afternoon seminars, with the permission of the Director of the Institute and the Dean of the Graduate School. Participants in the Institute may continue their studies during the academic year, at

* Sabbatical, Second Semester.

** Leave of Absence, First Semester.

Boston College, or another accredited Institute, with the provision that six credits may be transformed to the Boston College degree. Other alternatives for the six credits beyond those earned in the Institute would be a thesis, or a special project in religious education.

- b) During the academic year, students take a minimum of 18 credit hours in theology and a minimum of 12 credit hours in education. Courses are selected in consultation with the Director of the Program and advisors from the Department of Theology and the School of Education.

Students in the M.Ed. in Religious Education program have access to the resources of the Boston Theological Institute and Boston University, Brandeis University, the Tufts University, and may work out individual programs in consultation with faculty members of the Boston College Department of Theology, the Department of Education, and the consortium institution.

Each student must pass a comprehensive examination upon completion of his course work. The degree must be earned within five years from the date of application.

For further information, write to:

Mrs. Elinor Stetson
Department of Theology
Boston College
Chestnut Hill, Massachusetts 02167

Courses of Instruction

Th 305—Jewish Background to the New Testament (F, S; 3)

A historical survey of Jewish religious and philosophical literature antecedent to and contemporary with the New Testament in its formation.

David Neiman

Th 412—Augustine: Sermones (F; 3)

Prerequisite: a fair knowledge of Latin.

Using as a text the *Biblioteca de autores Christianos*, vol. VII in the *Obras de San Augustin*, and other selected sermons, about 75 sermons will be read, in Latin. The sermons afford an excellent introduction to the thought of Augustine the bishop, to his world, and his theology. Literary themes found there are influential in medieval literature. Open also to Classics, Medieval Studies, and Romance Language students.

T. P. O'Malley, S.J.

Th 413—Augustine: Homilies (S; 3)

Prerequisite: a fair knowledge of Latin.

This course is designed to be continuous with Th 412, but new students may join in second semester. The text will be Vol. X in the *Obras de San Augustin*, *Homilias*, with other selections. The homilies too, provide an excellent introduction to the thought of Augustine the bishop, to his world, and his theology. Literary themes found there are influential in medieval literature. Open also to Classics, Medieval Studies, and Romance Language students.

T. P. O'Malley, S.J.

Th 414—St. Jerome I
(F; 3)

Prerequisite: Latin required.

Reading of selected letters of St. Jerome in Latin, with attention to linguistic, historical, stylistic and textual problems.

Margaret Schatkin

Th 415—St. Jerome II
(S; 3)

Prerequisite: Latin required.

Reading of selected letters of St. Jerome in Latin, with attention to linguistics, historical, stylistic and textual problems. This course runs for two semesters; but one may enter in second semester.

Margaret Schatkin

Th 416—St. Basil I
(F; 3)

Prerequisite: Greek required.

Reading of the Greek text of representative letters and/of the Exhortation to Youths as to How they shall Best Profit by the Writings of Pagan Authors. Special Emphasis will be placed on the literary and historical problems, as well as the doctrinal and ecclesiastical importance of these writings.

Margaret Schatkin

Th 417—St. Basil II
(S; 3)

Prerequisite: Greek required.

Reading of the Greek text of representative letters and/of the Exhortation to Youths as to How they shall Best Profit by the Writings of Pagan Authors. Special emphasis will be placed on the literary and historical problems, as well as the doctrinal and ecclesiastical importance of these writings.

Margaret Schatkin

Th 421—Early Christian and Medieval Political Theology
(S; 3)

A study of the various solutions to the problem of the relation of Christianity to the contemporary world in antiquity and during the Middle Ages. The Constantinian and Augustinian traditions. Radical politics in the early Church. Evolution and breakdown of medieval Christendom. This course will also be of interest to students in Political Science.

Ernest Fortin, A.A.

Th 440—Tradition and Change in Roman Catholic Modernism
(F; 3)

Prerequisites: reading knowledge of at least French; familiarity with Protestant 19c. developments in historical theology.

The question of Tradition and its updating or adaption to changing times was one of the foci of debate among Modernist authors and their adversaries. Loisy, Blondel, LeRoy, Turrell, von Hugel and the Roman See all expressed themselves more or less explicitly on this issue. The still current theological issues that arise from this chapter in the history of theology will also be discussed.

Paul Misner

Th 463—Catholicism and Crisis in Western Europe
(S; 3)

This course will be team taught with Prof. Frank Murphy of the History Department.

Papal response to such developments as the French Revolution, Italian unification, the *Kulturkampf*, the "social question", Fascism and Nazism has deeply influenced the history of modern Europe. This course seeks to examine these crucial confrontations and to evaluate their impact on the Catholic citizen, the nation state and the Roman Church.

Paul Misner

Th 466—The History of the American Catholic Faith
(F, S; 3)

This course will trace the history of American Catholicism from John Carroll to the present with special emphasis on the history of the faith of American Catholicism.

Thomas Wangler

Th 470—Mission of the Church in Recent Theology
(S; 3)

An investigation of two central questions in contemporary Christian theology: the secular meaning of the Gospel, and the secular mission of the Church.

Rev. Richard McBrien

Th 480—Sacramental Theology
(F, S; 3)

This course studies the fulfillment of God's redemptive plan, which looks to the personal encounter of the individual with God, and requires, normally, union with Christ in the Church by means of the sacraments. This union of life and worship involves the theological questions of grace, the priesthood, and the liturgy, which will be emphasized in the course.

Felix Talbot, S.J.

Th 488—Christian Sacrifice
(S; 3)

A survey analysis of the Jewish and Early Christian origin of the Christian idea of sacrifice. The relevance for the modern concept of sacrifice and worship of the material discussed will be constantly brought under discussion.

Robert Daly, S.J.

Th 480—The Theology of the Eucharist
(F; 3)

A study of the Christian Eucharist in its historical origins in the sacrifices and sacred meals of the Old Testament, in its institution by Christ, and in the New Testament theology of the Eucharist. The early Christian theology and practice of the Eucharist, with a study of the major early Christian Eucharistic texts. The sacramentalization and institutionalization of the Eucharist, when it was increasingly modelled after the Old Testament system of priesthood and sacrifices—a model which the very early Church seemed to reject. The major developments and controversies associated with the Eucharist from the patristic age to the present. Modern Eucharistic developments and controversies. The Eucharist as the life and center of the Church and the believing community of Christians.

Robert Daly, S.J.

Th 490—Contemporary American Spirituality
(F, S; 3)

An investigation of main trends in contemporary American Spirituality with major emphasis on the writings of Thomas Merton. Special attention will be given to the existing tension between prayer (contemplation) and action.

Charles Healey, S.J.

Th 500—Introduction to Systematic Theology
(F; 3)

An introduction to the basic methods and areas of Christian theology.

Rev. Richard McBrien

Th 563—War and Peace: The Christian Context
(F, S; 3)

Offered by the Director of the Program for the Study of War and Peace, this course will attempt to lay out the general field in terms of which a Christian Theology of peace should be discussed. Not only peace and war, but Christian life itself.

James Halpin, S.J.

Th 566—Ethics and the Urban Ethos
(S; 3)

Prerequisite: previous course in social ethics or sociology of religion.

An investigation of the ethical, sociological and ecclesiastical implications of the values, structures, institutions and patterns of change in the modern urban ethos.

Theodore Steeman, O.F.M.

Th 570—The Nature, Dignity and Destiny of Man
(S; 3)

Some structures of belief and non-belief; structures of Catholic behavior belief.

Felix Talbot, S.J.

Th 570 02—The Nature, Dignity and Destiny of Man
(F, S; 3)

Some structures of belief and non-belief; structures of Catholic behavior belief.

Felix Talbot, S.J.

Th 579 01—The Future of Christianity
(F, S; 3)

PULSE Students Only

This course will discuss the present and future role of Christianity with respect to our contemporary cultural crisis. In attempting to relate the Christian reality to the formation, deformation and transformation of man (his worlds of everyday experience, of theory of historicity), the course proposes an extended exercise in personal reflection on concrete experience in order to thematize the experience of transcendence in terms accessible to contemporary sensibility. Readings from Paulo Freire, Herbert Marcuse, Jurgen Habermas.

Frederick Lawrence

Th 579 02—The Future of Christianity
(F, S; 3)

This course will discuss the present and future role of Christianity with respect to our contemporary cultural crisis. In attempting to relate the Christian reality to the formation, deformation and transformation of man (his worlds of everyday experience, of theory, of historicity), the course proposes an extended exercise in personal reflection on concrete experience in order to thematize the experience of transcendence in terms accessible to contemporary sensibility. Readings from Michael Novak, John S. Dunne, Peter Berger and William Johnston.
Frederick Lawrence

Th 610—Psychology of Value Development in the Child
(F; 3)

A study of the developing capacity to value in the pre-adolescent should lead to a better understanding of adult-child relationships, and the influence of values on the integration of all aspects of growth: physical, social, psychological, emotional and religious. The special problem of transmitting religiously derived values will be studied.

John McCall, S.J.

Th 612—Psychology of Value Development in the Adolescent
(S; 3)

A study of the growing capacity to value in the adolescent should lead to a better understanding of communication problems between adolescents and adults. How to help older, past-oriented values, and young, future-oriented values to help each other to be present values. Special problems with religious values in both adolescents and adults will be discussed.

John McCall, S.J.

Th 615—Theological Forum
(F, S; 3)

An open forum for the discussion of trends in theology. This course will be open for credit to students of all schools, and for non-credit interested persons.

The Department

Th 618—Seminar on Values in Infancy and Early Childhood
(F, S; 3)

In-depth research, seminar presentations, and discussion of the transmission of values in the home, and the transmission of values of the cultural milieu in which the family lives.

Enrollment limited to 20 students. It is possible to enter the course in the Spring, though it is continuous from Fall to Spring.

John McCall, S.J.

Th 620—Sociology of Religion
(F, S; 3)

An analysis of religion as a social phenomenon. The major topics covered are: the functional definition of religion, the social articulation of religion, in an historical-evolutionary perspective. The problem of religious institutionalization, religion in modern society. The course is geared to the formation of concepts and sociological insights that may be helpful to the understanding of present-day religious situations.

Theodore Steeman, O.F.M.

Th 625—Sociology of American Religion
(F, S; 3)

An analysis of the American religious experience. Special attention will be given to how American society dealt with the problem of religious pluralism and diversity, the concept of civil religion the broadening national value consensus, the American type of religious organization: Denominationalism.

Theodore Steeman, O.F.M.

Th 628—Christian Theology and History
(F; 3)

Analysis of the emergence and development of the notion of historical consciousness or the so-called "historical approach" to the study of human life and thought. The secular roots of the concept of history as it has come to be understood in our day. The rise of historical theology and its different expressions from the end of the nineteenth century to the present. This course is also of interest to students in Political Science.

Ernest Fortin, A.A.

Th 650—The Task of Theology
(S; 3)

This course seeks to assist the student in clarifying and criticizing his own processes of Christian understanding, and in placing in proper perspective the various courses which presume to express understanding with some measure of authority and/or competence.

Rev. Richard McBrien

Th 655—What is Systematic Theology?
(F; 3)

This course will treat questions on: 1) the rise and development of theology, 2) the relation between symbolic and systematic thinking in Christian life, 3) the relation between historical studies (biblical, patristic, conciliar, medieval, reformatory and modern) and systematic studies, 4) the legitimacy and need for systematics, 5) the personal requisites for doing systematics.

Frederick Lawrence

Th 680—Christian Biographies
(F, S; 3)

An examination of several prominent church leaders since 1500. The historical setting together with the story of the person's life are in each case related to the theological concerns which were at stake. Persons studied will be Martin Luther, Ignatius Loyola, Blaise Pascal, George Fox, John Wesley, and Horace Bushnell. Readings will include passages from the writings of each. Particular attention will be paid to the similarities and differences among the individuals studied.

Robert S. Brightman

Th 685—The Third World and Theology of Liberation
(F, S; 3)

In that the poor countries of the world are seeking their own identity, independent of the metropolises, what is the future of Christianity? Christianity in the poor countries is a product of colonialism. For the most part, the theology of colonialism developed out of the reformation/anti-reformation conflict. It seems now that theology of colonialism developed out of the dialogue between the third world and the metropolises. This course will be an attempt to express Christianity within the bounds of this dialogue.

Thomas Fitzpatrick, S.J.

Th 690—Problems in Christian Religious Language
(F; 3)

This seminar will deal with the philosophical, structural, and some of the theological problems connected with religious language, especially its Christian variety. The following topics will be explored: the logical status of religious language, the operation of mythical language, and the characteristics of ontological, liturgical, ecclesiastical, and "secular" religious language. In an accompanying series of lectures the instructor will deal with problems such as the following: Concept-language and Name-Language; Visual and Oral-aural correlatives—faith as seeing and faith as hearing; Comprehension vs. Understanding in language; Buber's God-talk; Models and Mystery; the Rhetoric of the Names of Jesus; etc.

F. J. van Beeck, S.J.

Th 999—Readings and Research

By arrangement

The Department

Th 822—Seminar on Durkheim as Sociologist and Ethicist
(F; 3)

This seminar will explore Durkheim's basic conceptions of society, religion and ethics. A reading knowledge of French is desirable but not required.
Theodore Steeman, O.F.M.

Th 960—Seminar on Luther
(F; 3)

Some knowledge of the history of the fifteenth and sixteenth centuries, and some interest in theology will be required. No religious allegiance, Christian or otherwise will be assumed. Luther the monk; Luther the Catholic; Luther the Lutheran; Luther, husband, father, public figure and Myth will be studied. Reformation, phenomenon of the institutional churches throughout their history, is exemplified in the achievement and the ambivalence of Luther and his theology. This course is intended to be of special interest to students of current developments in Christian life and faith.

By arrangement

John Todd

Th 980—Natural Law and Natural Right in the Christian Tradition
(F; 3)

This is a graduate colloquium open to students in the joint program offered by Boston College and Andover Newton Theological School. It will deal with the origin and various forms, both premodern and modern, of the Christian natural law teaching. Natural law and history, the contemporary critique of the natural law theory, the problem of the applicability of natural law to current theological and ethical issues.

By arrangement

Ernest Fortin, A.A.

Th 981—Apologetics
(F; 3)

This is a graduate colloquium open only to students in the joint program offered by Boston College and Andover Newton Theological School.

By arrangement

Roger Hazelton

Th 982—Natural Law and Natural Right in the Christian Tradition
(S; 3)

Graduate Colloquium; open only to students in the joint doctoral program offered by Boston College and Andover Newton Theological School. It will

deal with the origin and various forms, both premodern and modern, of the Christian natural law teaching. Natural law and history, the contemporary critique of the natural law theory, the problem of the applicability of natural law to current theological and ethical issues.

By arrangement Ernest Fortin, A.A.

Th 999—Doctoral Continuation

All students who have been admitted to candidacy for the Ph.D. degree are required to register for doctoral continuation during each semester of their candidacy. This registration entitles them to the use of the university facilities library, etc.) and to the privilege of auditing informally (without record in the graduate office) courses which they and their advisors deem helpful. Tuition must be paid for courses formally audited or taken for credit. The fee for doctoral continuation is \$80.00. Doctoral candidates must enroll each semester.

Faculty

Department of Theology (Th)

- Professors:* William Leonard, S.J., (*Honorary Chairman*), Richard P. McBrien.
- Associate Professors:* Mary Daly,* Ernest Fortin, A.A., John R. McCall, S.J., David Neiman, Thomas P. O'Malley, S.J. (*Chairman*), Thomas E. Wangler.
- Assistant Professors:* John Begley, S.J., Robert Brightman, William Burke, S.J.,** Thomas Fitzpatrick, S.J., Charles Healey, S.J., Paul Misner, Margaret Schatkin, Felix Talbot, S.J., Frans Jozef von Beeck, S.J.***
- Instructors:* Robert Daly, S.J., Frederick Lawrence.
- Lecturers:* James Halpin, S.J., Theodore M. Steeman, O.F.M.

* Sabbatical, First Semester; Leave of Absence, Second Semester.
** Sabbatical, 1972-1973.
*** Leave of Absence, First Semester.

Program in American Studies

American Studies is designed to develop an understanding of the American experience by bringing the student to an integrated holistic confrontation with American culture. The program is extensive in that it allows the student to work in a number of different disciplines and intensive in that the techniques and information which he learns from them are focused upon particular problems in American culture.

American Studies at Boston College is an interdepartmental program leading to the Master of Arts degree. Participating in the program at present are the Departments of History, Sociology, Political Science, and English. The program is administered by a committee composed of representatives from each of the cooperating departments. A two semester core course required of all the American Studies candidates seeks to bring the broad range of interests of the cooperating departments to bear on American culture in order to show how a good interdisciplinarian would attack themes, problems, and issues in his chosen field.

Requirements for the Master of Arts Degree

Candidates for the M.A. in American Studies will concentrate in one of the cooperating departments. In addition to 6 hours for the core course, all students will be expected to earn 12 hours in their field of major concentration, 9 hours in a field or fields related to their major interest, and 3 hours for a research paper for a total of 30 credit hours. The required research paper should demonstrate the student's ability to view some aspect of American culture holistically. The topics will be approved in consultation with the student's advisor and the American Studies committee. (Since students in American Studies whose field of major concentration is History must take a research seminar, the research paper requirement may be met within the confines of the seminar requirement.)

The candidate will take an oral comprehensive examination which will be tailored to reflect his capacity to synthesize diverse areas of knowledge and will focus on his major interest. The examining board should consist of at least one member of the American Studies committee.

There is no language requirement for the M.A. in American Studies.

Admission to American Studies

An applicant for admission to the American Studies program should submit his application to the department of his desired major concentration. Admission of any applicant will be determined both by the major department and the American Studies committee.

Graduate courses offered toward the M.A. in American Studies in the four major fields include:

English

- En 331—The James Family (3)
- En 718—The American 1890's and 1920's (3)
- En 730—Contemporary American Poetry (3)
- En 731—American Drama Since 1950 (3)
- En 734—Romanticism in American Literature (3)
- En 735—Counter-Romanticism in American Literature (3)
- En 739—The Writer and Society: Literature of the American Thirties (3)

History

- Hs 502—American Revolution (3)
- Hs 507—The Age of Jackson (3)
- Hs 508—The House Divided (3)
- Hs 535—The New Deal and World War II (3)
- Hs 536—The United States in the Atomic Age (3)
- Hs 541-2—American Social and Cultural History (3, 3)
- Hs 545-6—American Ideas and Institutions (3, 3)
- Hs 551—History of American Foreign Policy, 1776-1914 (3)
- Hs 552—American Foreign Policy, 1914 to the Present (3)
- Hs 561—History of Race in America (3)
- Hs 562—History of Race in America (3)
- Hs 576—History of Women in America (3)
- Hs 761—Colonial America (3)
- Hs 767—The Age of Reform (3)
- Hs 776—Main Themes in Recent American Thought (3)
- Hs 781—American Political Development Since 1928 (3)
- Hs 783—A History of the South (3)

- Hs 892—Colloquium on Modern American History (3)
- Hs 893—Colloquium on Urban History (3)
- Hs 962—Seminar: Colonial America (3)
- Hs 968—Seminar: Age of Jackson (3)
- Hs 978—Seminar: American Thought (3)

Political Science

- Po 204—The United States Congress (3)
- Po 205—The American Presidency (3)
- Po 212—Political Parties and Pressure Groups (3)
- Po 213—Politics and Policies in Metropolitan Areas (3)
- Po 216—The Supreme Court and Civil Liberties (3)
- Po 226—Parties and Party Systems (3)
- Po 241—Crisis Politics: Violence, Revolution, and War (3)
- Po 290—Behavioral Study of Politics (3)

Sociology

- Sc 446—Economy and Society (3)
- Sc 529—Seminar on Sex Roles in the Modern World (3)
- Sc 569—Ecology of Higher Education (3)
- Sc 571—Politics '72 (3)
- Sc 661—Sociology of American Religion (3)
- Sc 716—Contemporary Sociological Theory (3)
- Sc 717—Critiques of Social Theory (3)
- Sc 722—Advanced Criminology (3)
- Un 724—The Correction Process: Rehabilitation and Treatment (3)
- Sc 725—Graduate Seminar in Advanced Penology (3)
- Sc 740—Seminar in Race and Ethnic Relations (3)
- Sc 773—Stratification: A Research Seminar (3)
- Sc 770—Political Sociology (3)

American Studies Committee

David R. Manwaring, *Associate Professor of Political Science*
 Roger T. Johnson, *Assistant Professor of History*
 Cecil F. Tate (*Committee Chairman*), *Assistant Professor of English*
 Robert Williams, *Assistant Professor of Sociology*

Boston College Environmental Center (BCEC)

A CENTER FOR:

- Curriculum and Degree Program Development
- Environmental Research
- Institutes and Conferences
- The Boston College Environmental Forum
- Public Information and Public Education Programs

The BCEC was established in 1970 as a center for coordination and administration of environmental curriculum and research. It developed in recog-

dition of the fact that knowledge of the environment in its diverse physical systems, and understanding of the ways man interacts with the natural environment and corrects abuses of its systems, necessitates a multi-disciplinary approach to environmental studies.

The primary function of the BCEC is to foster curriculum programs and research that provide faculty and students with maximum opportunity and for understanding the complex relations of man to the environment. The BCEC is not an instructional unit of the University in the same sense as are departments. Nevertheless it has faculty and student associates who are members of constituent graduate and undergraduate departments and schools of the University who are engaged in environmental projects. To date cooperative undertakings have involved participation on the part of members of the several science departments, several social science and humanities departments, the Environmental Law Center, the School of Education, the School of Nursing, the School of Management and the School of Social Work.

Additionally, cooperative efforts have been undertaken between BCEC and certain agencies of state government, certain organizations, as well as other academic institutions through the New England Consortium on Environmental Protection (NECEP).

The BCEC is working closely with individual departments and schools in the development of an environmental curriculum for those students who want an environmental perspective on their undergraduate or graduate studies. A booklet describing courses available can be obtained by writing:

Boston College Environmental Center
35 Commonwealth Ave.
Chestnut Hill, Massachusetts 02167

There is a cooperative program explained elsewhere in this Bulletin and arranged by the Graduate School of Arts and Sciences which provides the opportunity for a limited number of Boston College students to enroll in courses, including environmentally oriented courses, at any one of the several cooperating institutions.

Cancer Research Institute

The Cancer Research Institute conducts specialized training programs in cancer research and also offers opportunities for research for qualified graduate students.

Institute of Human Sciences

The Institute provides opportunities for research and teaching for persons holding faculty or research associate appointments as well as for students and other junior research staff members. The Institute focuses on human and social problems associated with urbanization, technological change, and related aspects of contemporary social development.

The Institute of Human Sciences represents one effort by Boston College to contribute to a clarification and solution of problems of contemporary social change in the context of the total human environment. Its purpose is to develop and experiment with programs of research, training, and demonstration in the processes and problems of the contemporary, urban, human environment. The faculty, staff and programs of the Institute are interdisciplinary in scope and address both basic and policy-oriented studies.

Mathematics Institute

Master of Arts (Non-Research) Degree

Acceptance

The Master of Arts (Non-Research) Degree in mathematics is designed for teachers of mathematics. All candidates for this master's degree must be graduates of an approved college and have fifteen (15) semester hours of upper division work in mathematics. If a candidate's number of prerequisites fall short of the prescribed fifteen credits, the remaining prerequisites may be earned during the course of graduate study with the approval of the Director of the Mathematics Institute in each instance.

Course Credits

A minimum of thirty (30) graduate credits are required for the master's degree. Not more than six credits of graduate work completed at other approved institutions may be offered in partial fulfillment of the course requirements with the approval of the Dean and the Director of the Mathematics Institute.

Modern Language Requirement

There is no modern language requirement for the Master of Arts (Non-Research) Degree in mathematics.

Comprehensive Examination

Before the master's degree is awarded, the candidate must pass a written comprehensive examination on his course work.

Thesis

No formal thesis is required but a major paper on a topic in mathematics must be submitted and approved by the Director of the Mathematics Institute before the degree is awarded.

Academic Year Program

(Not offered 1972-1973)

- Mt 710—NSF Algebra 1 (3)
- Mt 711—NSF Algebra 2 (3)
- Mt 720—NSF Analysis 1 (3)
- Mt 721—NSF Analysis 2 (3)
- Mt 724—NSF Vector Analysis (3)
- Mt 740—NSF Computer Oriented Mathematics (3)
- Mt 760—NSF Introductory Probability (3)
- Mt 761—NSF Statistical Inference (3)
- Mt 785—NSF Symbolic Logic (3)
- Mt 790—NSF Seminar (3)

In-Service Program

This course program is considered 1/4 time each semester for those eligible for veteran's benefits.

- Mt 750—NSF History of Mathematics (3)
- Mt 760—NSF Introductory Probability (3)

Faculty

Mathematics Institute

Professor: Stanley J. Bezuska, S.J.

Assistant Professor: Margaret J. Kenney.

Slavic and East European Center

The Slavic and East European Center at Boston College has been designed in order to encourage students to participate in an interdepartmental program of Russian and East European studies on the graduate level. This Center is being supported by the U.S. Office of Education under the National Defense Education Act (Title VI). For 1972-73, the Center has awarded two NDEA fellowships to graduate students pursuing area studies.

The Center cultivates a special interest in comparative social theory, which embraces the study of Marxist philosophy, Communist ideology, political theory, and economic systems. The long-range aim is to coordinate and expand course offerings in Russian and East European history, economics, political science, languages, literature, philosophy, sociology, and education in order to present students with a wide and varied range of courses in this area of study.

This program of study is specifically set up to help to prepare students for work in government agencies, research, college teaching, and foreign trade.

It should be clear to the students entering this program that it is an interdepartmental program. It is in no sense a substitute for departmental requirements. Students must still earn their degrees by meeting their departmental requirements. The Certificate from the Center will be granted to students in addition to the degrees which they have earned in history, economics, political science, languages, literature, philosophy, or education.

A mastery of Russian or a substitute East European language is required to receive a Certificate.

Special Interdepartmental Course

Un· 212—Perspectives on Marxism

This is a three-credit, interdisciplinary course to be taught by several professors and sponsored by the Slavic and East European Center. The course is designed to introduce students to the fundamental problems involved in the study of the theory and practice of Marxism.

By concentrating on the essential elements the teaching team, composed of an economist, a political scientist, a philosopher, a linguist, an educator, a specialist in literature, and an historian, will present a coherent overview, enabling the student to gain an understanding of the Marxist phenomenon from all the major perspectives and providing an orientation for planning further study of the questions raised by this important movement.

Emphasis will be placed on the continuity and change evidenced in the development of Marxism from its origins to its Leninist and Maoist actualizations on the contemporary international scene. Occasional seminars and guest lecturers will be scheduled as needed.

First semester

Various professors associated with the Center

Departmental Courses

Slavic Languages and Literature

GENERAL LINGUISTICS

- SI 311—General Linguistics (3)
- SI 312—Indo-European Languages (3)
- SI 313—Structural Poetics (3)
- SI 325—Historical Linguistics (3)
- SI 326—Linguistic Theory (3)
- SI 327—Sanskrit (3)
- SI 328—Classical Armenian (3)
- SI 392—Tutorial: General Linguistics (3)
- SI 792—Linguistics: Readings and Research (3)

SLAVIC LINGUISTICS

- SI 315—The Czech Language (3)
- SI 316—Old Church Slavonic (3)
- SI 317—Old Russian (3)
- SI 322—Structure and History of Russian (3)
- SI 323—The Bulgarian Language (3)
- SI 324—The Serbo-Croatian Language (3)
- SI 394—Tutorial: Slavic Linguistics (3)
- SI 794—Slavic Linguistics: Readings and Research (3)

RUSSIAN LANGUAGE AND LITERATURE

- SI 001/002—Russian Language and Culture (3, 3)
- SI 003/004—Elementary Russian (4, 4)
- SI 005/006—Elementary Intensive Russian (6, 6)
- SI 011/012—Russian Practicum—Elementary (3, 3)
- SI 013/014—Elementary Russian Conversation 0/0
- SI 051/052—Intermediate Russian (3, 3)
- SI 053/054—Intermediate Intensive Russian (6, 6)
- SI 055/056—Advanced Russian Conversation 0/0
- SI 201—Culture and Literature of Medieval Russia (3)
- SI 203—Survey of 19th Century Russian Literature (3)
- SI 204—Survey of 20th Century Russian Literature (3)
- SI 205—Tolstoy and Dostoevsky (Eng.) (3)
- SI 208/209—Advanced Russian (3, 3)
- SI 303/304—Applied Russian Style (3, 3)
- SI 305—History of the Russian Literary Language (3)
- SI 306—Russian Literary Research (3)
- SI 307—Russian Drama (3)
- SI 308—Dostoevskij and Tolstoj (3)
- SI 309—Seminar: 19th Century Russian Poetry (3)
- SI 310—Seminar: 20th Century Russian Poetry (3)
- SI 318—Style in Russian Literature (3)
- SI 319—Russian Poetry (3)
- SI 320—Pushkin and Gogol' (3)
- SI 321—Turgenev and Contemporaries (3)
- SI 390—Tutorial: Russian Language (3)
- SI 391—Tutorial: Russian Literature (3)
- SI 790—Russian Language: Readings and Research (3)
- SI 791—Russian Literature: Readings and Research (3)

History

RUSSIA

- Hs 455—Russian History from 1801 to 1917 (3)
- Hs 456—The Soviet Union: 1917 to the Present (3)

EASTERN EUROPE

- Hs 170—Byzantine Empire (3)
- Hs 451—Eastern Europe Between the Wars (3)
- Hs 452—Contemporary Problems in Eastern Europe, 1939 to the Present (3)
- Hs 751—Rise of Nationalism in the Balkans (3)
- Hs 952—Seminar: Contemporary Problems in Eastern Europe (3)
- Hs 858—Colloquium on Modern Europe (3)

Economics

- Ec 897—Soviet Economic Systems (3)
- Ec 898—Comparative Economic Systems (3)

Philosophy

- Pl 210—Contemporary Marxism (3)
- Pl 280—Slavery and Freedom (3)
- Pl 501—Marx and Schelling (3)
- Pl 502—Russian Cultural Philosophy (3)
- Pl 503—Seminar in Marxism (3)
- Pl 504—Marx and Social Philosophy Today (3)
- Pl 915—Dialectical Materialism (3)

Political Science

- Po 409—Soviet Political Institutions (3)
- Po 414—Government and Politics of East Central Europe (3)
- Po 415—Chinese Political Institutions (3)
- Po 416—Politics and Literature: The Russian Experience (3)
- Po 506—Soviet Foreign Policy (3)
- Po 507—International Communist Movements (3)
- Po 508—Sino-Soviet Relations (3)
- Po 660—Seminar: Thoughts of Mao Tse-Tung (3)
- Po 775—Topics in Soviet Politics (3)

Sociology

- Sc 717—Critiques of Social Theory (3)



Administrative and Faculty Directories

The Graduate School of Arts and Sciences

Administration

Donald J. White, Ph.D., *Dean*

Rev. George R. Fuir, S.J., M.A., *Associate Dean*

Educational Policy Committee

Donald J. White, Ph.D., *Chairman (ex officio)*

Peter W. Airasian, Ph.D., *Education (1975)*

Nancy Gaspard, Dr. P.H., *Nursing (1975)*

Kenneth Lewis, Ph.D., *Social Sciences (1973)*

Maurice Liss, Ph.D., *Natural Sciences (1973)*

Joseph A. Longo, Ph.D., *Humanities (1974)*

David Rasmussen, Ph.D., *Humanities (1974)*

William M. Singer, Ph.D., *Natural Sciences (1974)*

Allen M. Wakstein, Ph.D., *Social Sciences (1973)*

(Year denotes expiration of term.)

Committee on Admissions and Awards

Dean of the Graduate School of Arts and Sciences

Chairmen of the Departments

Faculty

Frederick J. Adelmann, S.J., *Philosophy*

A.B., A.M., Boston College; S.T.L., Weston College; Ph.D., St. Louis University

Irina Agushi, *Slavic & Eastern Languages*

B.A., University of Melbourne; M.A., Indiana University;

Ph.D., Harvard University

Peter W. Airasian, *Education*

A.B., Harvard University; A.M., Ph.D., University of Chicago

Benedict S. Alper, *Sociology*

B.A., Harvard University

James E. Anderson, *Economics*

B.A., Oberlin College, Ph.D., University of Wisconsin

Michael H. Anello, *Education*

B.S., Seton Hall University; A.M., Ph.D., Cornell University

Joseph A. Appleyard, S.J., *English*

A.B., Boston College; Ph.D., Harvard University

Norman Araujo, *Romance Languages*

A.B., A.M., Ph.D., Harvard University

Maria L. Bade, *Biology*

B.Sc., M.Sc., University of Nebraska; Ph.D., Yale University Medical School

Daniel J. Baer, *Psychology*

A.B., LaSalle College; A.M., Ph.D., Fordham University

Pradip M. Bakshi, *Physics*

B.S., University of Bombay; A.M., Ph.D., Harvard University

Ali Banuazizi, *Psychology*

B.S., University of Michigan; M.A., New School of Social Research;

Ph.D., Yale University

- Joseph L. Barrett, S.J., *Philosophy*
A.B., A.M., Boston College; M.S., College of the Holy Cross;
S.T.L., Weston College
- Robert L. Becker, *Physics*
B.S., Missouri School of Mines; M.S., Ph.D., University of Wisconsin
- Steven D. Beggs, *Economics*
B.A., Carlton College; Ph.D., Massachusetts Institute of Technology
- John J. Begley, S.J., *Theology*
A.B., M.A., Boston College; Ph.L., S.T.L., Weston College;
S.T.D., Gregorian University
- David A. Belsley, *Economics*
A.B., Haverford College; Ph.D., Massachusetts Institute of Technology
- O. Francis Bennett, *Chemistry*
B.S., Bridgewater State Teachers College; M.S., Boston College;
Ph.D., Pennsylvania State University
- Norman Berkowitz, *Psychology*
Ph.D., Boston University
- Katherine I. Best, *Education*
B.S., North Adams State College; M.Ed., State College at Framingham;
Ph.D., Boston College
- Stanley J. Bezuska, S.J. *Mathematics*
A.B., A.M., M.S., Boston College; S.T.L., Weston College;
Ph.D., Brown University
- E. Joseph Billo, Jr., *Chemistry*
B.S., M.S., Ph.D., McMaster University
- Gerald G. Bilodeau, *Mathematics*
A.B., University of Maine; A.M., Ph.D., Harvard University
- Thomas J. Blakeley, *Philosophy*
A.B., Sacred Heart Seminary; Ph.D., University of Fribourg
- Oliva A. Blanchette, S.J., *Philosophy*
A.B., A.M., Boston College; S.T.L., Weston College; Ph.D., Laval University
- Heinz Bluhm, *Germanic Studies*
A.B., Northwestern College; A.M., Ph.D., University of Wisconsin;
A.M. (hon.), Yale University
- Emanuel G. Bombolakis, *Geology and Geophysics*
B.S., M.S., Colorado School of Mines; Ph.D., Massachusetts Institute
of Technology
- Joseph Bornstein, *Chemistry*
B.S., Boston College; Ph.D., Massachusetts Institute of Technology
- Alice E. Bourneuf, *Economics*
A.B., A.M., Ph.D., Radcliffe College
- Gary P. Brazier, *Political Science*
B.S., Southern Illinois University; Ph.D., University of Minnesota
- Robert S. Brightman, *Theology*
B.A., Swarthmore College; S.T.B., Boston University School of Theology;
Ph.D., Boston University Graduate School
- Edward M. Brooks, *Geology and Geophysics*
A.B., Harvard University; M.S., D.Sc., Massachusetts Institute of Technology
- George D. Brown, Jr., *Geology and Geophysics*
B.S., St. Joseph's College; M.S., University of Illinois;
Ph.D., University of Indiana
- Janet P. Brown, *Nursing*
B.S.N., Cornell University; M.S.N., Boston University

- Christopher J. Bruell, *Political Science*
M.A., Ph.D., University of Chicago
- Gert E. Bruhn, *Germanic Studies*
A.B., University of British Columbia; A.M., Ph.D., Princeton University
- Severyn T. Bruyn, *Sociology*
B.S., A.M., Ph.D., University of Illinois
- Andrew Buni, *History*
A.B., A.M., University of New Hampshire; Ph.D., University of Virginia
- Ann C. Burgess, *Nursing*
B.S., Boston University; M.S., University of Maryland;
D.N.Sc., Boston University
- William Burke, S.J., *Theology*
A.B., M.A., Boston College; S.T.L., Weston College;
S.T.D., Gregorian University
- Eugene W. Bashala, *Classical Languages*
A.B., Wayne State University; A.M., Ph.D., Ohio State University
- Robert J. Cahill, *Germanic Studies*
A.B., A.M., Boston College; A.M., Ph.D., Boston University
- Mary E. Calnan, *Nursing*
B.S.N., Rivier College; M.Ed., Boston University
- Donnah Canavan, *Psychology*
B.A., Emmanuel College; Ph.D., Columbia University
- Donald S. Carlisle, *Political Science*
A.B., Brown University; Ph.D., Harvard University
- Edmund H. Carnevale, *Physics*
B.S., M.S., Boston College; Ph.D., Catholic University of America
- Robert L. Carovillano, *Physics*
A.B., Rutgers University; Ph.D., Indiana University
- Normand R. Cartier, *Romance Languages*
A.B., Assumption College; A.M., Columbia University;
A.M., Ph.D., Harvard University
- Rose R. Carroll, *Mathematics*
A.B., Emmanuel College; A.M., Boston College; Ph.D., Brown University
- Joseph H. Casey, S.J., *Philosophy*
A.B., A.M., Boston College; A.M., Fordham University; S.T.L., Weston College;
Ph.D., Gregorian University
- Leonard R. Casper, *English*
A.B., A.M., Ph.D., University of Wisconsin
- Joseph R. Cautela, *Psychology*
A.B., Boston College; A.M., Ph.D., Boston University
- Joseph H. Chen, *Physics*
B.S., St. Procopius College; Ph.D., University of Notre Dame
- Robert J. Cheney, S.J., *Economics*
A.B., A.M., Saint Louis University; S.T.L., Weston College;
Ph.D., Georgetown University
- Teresa J. Chopoorian, *Nursing*
B.S., University of Rhode Island; M.S., Boston University
- Dae-Hyun Chung, *Physics, Geology and Geophysics*
B.S., M.S., Alfred University; Ph.D., Pennsylvania State University
- Edward J. Collins, *History*
A.B., Boston College; A.M., Ph.D., Harvard University
- Evan R. Collins, *Education*
A.B., Dartmouth College; Ed.M., Ed.D., Harvard University; Sc.D., Union
University; L.L.D., Lehigh University; Doctur, University of Strasburg

- Michael Connolly, *Slavic & Eastern Languages*
A.B., Boston College; Ph.D., Harvard University
- Katharine C. Cotter, *Education*
B.S., Hyannis State Teachers College; A.M., Ph.D., Fordham University
- William C. Cottle, *Education*
B.S., D.Ed., Syracuse University
- Joseph T. Criscenti, *History*
Ph.B., University of Detroit; A.M., Ph.D., Harvard University
- Brian J. Cudahy, *Philosophy*
A.B., Cathedral College (New York); A.M., Ph.D., St. Bonaventure University
- John S. Dacey, *Education*
A.B., Harpur College; M.Ed., Ph.D., Cornell University
- Mary Daly, *Theology*
B.A., College of St. Rose; M.A., Catholic University of America; Ph.D., School of Sacred Theology, St. Mary's (Notre Dame); S.T.L., S.T.D., Ph.D., University of Fribourg
- William M. Daly, *History*
A.B., A.M., Boston College; Ph.D., Brown University
- André Lucien Danière, *Economics*
Baccalaureat, Lyons; M.S., University of Massachusetts; Ph.D., Harvard University
- André J. de Béthune, *Chemistry*
B.S., St. Peter's College; Ph.D., Columbia University
- Peter H. deGarmo, *History*
B.A., University of California, Berkeley; M.A., San Jose State College; Ph.D., University of California, Davis
- Michael S. DeLucia, *History*
B.S., Georgetown University; Ph.D., Brown University
- John F. Devane, S.J., *Geology & Geophysics*
A.B., A.M., Boston College; M.S., Fordham University; Ph.D., Penn State University
- Francis E. Devine, *Political Science*
A.B., Harvard College; A.M., Ph.D., Syracuse University
- Baldassare di Bartolo, *Physics*
Dott. Ing., University of Palermo; Ph.D., Massachusetts Institute of Technology
- Philip Di Mattia, *Education*
B.S., M.Ed., Boston College
- Paul G. Doherty, *English*
A.B., College of the Holy Cross; A.M., Boston University; Ph.D., University of Missouri
- Donald T. Donley, *Education*
B.S., State University of New York at Buffalo; D.Ed., Syracuse University
- John D. Donoghue, S.J., *Philosophy*
A.B., College of the Holy Cross; A.M., Boston College; Ph.L., S.T.L., Weston College
- Charles F. Donovan, S.J., *Education*
A.B., Boston College; M.A., Fordham University; S.T.L., Weston College; Ph.D., Yale University
- John D. Donovan, *Sociology*
A.B., A.M., Boston College; Ph.D., Harvard University
- Sterling Dow, *Classical Studies*
A.B., A.M., Ph.D., Harvard University; L.L.D., Berkeley College; L.H.D., St. Francis College, Boston College

- Priscilla P. Dudley, *Geology & Geophysics*
A.B., Bryn Mawr College; Ph.D., University of California (Berkeley)
- William J. Duffy, *Economics*
A.B., St. Vincent College; Ph.D., University of Pittsburgh
- P. Albert Duhamel, *English*
A.B., College of the Holy Cross; A.M., Boston College;
Ph.D., University of Wisconsin
- Robert H. Eather, *Physics*
B.Sc., Newcastle University College of the University of New South Wales;
Ph.D., University of New South Wales
- Jo Ann Eckels, *Nursing*
B.S.N., University of Wisconsin; M.S., Boston University;
M.S., Harvard School of Public Health
- John R. Eichorn, *Education*
B.S., Salem State Teachers College; M.Ed., D.Ed., Boston University
- Jacqueline Enos, *Romance Languages*
A.B., University of Massachusetts; A.M., Radcliffe College;
Cand. Ph.D., Harvard University
- Christoph W. Eykman, *Germanic Studies*
Ph.D., University of Bonn
- Augustus J. Fabens, *Mathematics*
A.B., Harvard University; Ph.D., Stanford University
- Richard L. Faber, *Mathematics*
B.S., Massachusetts Institute of Technology; A.M., Ph.D., Brandeis University
- Pao-Hsien Fang, *Physics*
B.S., M.S., Ohio State University; Ph.D., Catholic University
- Robert K. Faulkner, *Political Science*
A.B., Dartmouth College; B.A., Oxford University;
A.M., Ph.D., University of Chicago
- Walter J. Feeney, S.J., *Mathematics*
A.B., A.M., Boston College; S.T.L., Weston College;
M.S., Ph.D., Catholic University
- Anne D. Ferry, *English*
A.B., Vassar College; A.M., Ph.D., Columbia University
- Joseph Figurito, *Romance Languages*
A.B., Boston College; A.M., D.M.L., Middlebury College
- Walter J. Fimian, Jr., *Biology*
A.B., University of Vermont; M.S., Ph.D., University of Notre Dame
- Thomas Fitzpatrick, S.J., *Theology*
A.B., Boston College; A.M., Fordham University;
Th.D., University of Innsbruck
- Joseph F. Flanagan, S.J., *Philosophy*
A.B., A.M., Boston College; S.T.L., Weston College;
D.D.S., Washington University; Ph.D., Fordham University
- Radu R. Florescu, *History*
A.B., A.M., B.Litt., Oxford University; Ph.D., Indiana University
- Ernest L. Fortin, A.A., *Theology*
A.B., Assumption College; S.T.L., University of St. Thomas, Rome;
Licentiate, University of Paris; Doctorate, University of Paris
- Catherine Friary, *Nursing*
B.S.N.E., Catholic University; M.S.N., Catholic University
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 John W. Burke, *Education*
 B.S., Bridgewater State College; M.Ed., Boston College
 Barbara Burns, *Education*
 B.A., University of Kentucky; M.A., Teachers College, Columbia University
 Jerome Carr, *Geology & Geophysics*
 B.S., St. Louis University Institution of Technology;
 Ph.D., Rensselaer Polytechnical Institute
 Christine Castro, *Education*
 B.S., University of Philippines; M.S., Washington University
 John B. Chaffee, *Education*
 M.A., Ph.D., Brown University
 Haskell Cohen, *Education*
 B.A., University of Michigan; M.A., Ph.D., Boston University
 Glenn Cook, *Education*
 B.S., State College at Worcester; M.Ed., Boston University
 Bruce Cushna, *Education*
 B.A., Skinner College; Ph.D., University of Chicago
 Robert Daly, S.J., *Theology*
 A.B., M.A., Boston College; M.A. Catholic University;
 Lic. Theol., Boston College; Ph.D., University of Wurzburg
 Carl Davis, *Education*
 A.B., Clark University; M.Ed., Harvard University

- Ellen N. Donahue, *Education*
 B.A., Wheelock College; M.A. George Washington University;
 M.A., Fairfield University
- Monique Fol, *Romance Languages*
 Bacc., L.L.B., University of Paris;
 A.M., Ph.D. (cand), University of California (Berkeley)
- George Garcia, *Education*
 B.S., M.O., University of California; M.D., Boston University,
 School of Medicine
- Thomas Geagan, *Geology & Geophysics*
 B.S., Boston State College; M.S.T., Boston College
- Joyce Berger Gerard, *Education*
 B.S., M.A., Western Michigan University
- James Halpin, S.J., *Theology*
 A.M., M.A., M.S., Boston College; Th.L., San Francisco, Barcelona, Spain;
 S.T.D. (cand.), Gregorian University, Rome
- William Heisler, *Education*
 B.S., M.S., Pennsylvania State University
- Eileen Hodgman, *Nursing*
 B.S., Boston College; M.S., Yale University
- Samir F. Ibrahim, *Slavic & Eastern Languages*
 B.S., Cairo University; M.S., Northeastern University
- James B. Isenberg, *Sociology*
 B.A., M.A., Ph.D. (cand.), University of California, Berkeley
- Alice Jeghelian, *Education*
 A.B., Mount Holyoke College; Ed.M., Harvard Graduate School of Education
- Albert Jurgela, *Education*
 B.S., University of Rhode Island; M.Ed., Ph.D., Boston College
- Marvin Kraus, *Economics*
 B.S., Purdue University; Ph.D. (Cand.) University of Minnesota
- Frederick Lawrence, *Theology*
 A.B., St. John's College; D. Th., Basel
- Paula Leventman, *Sociology*
 A.B., Temple University; M.A., University of California (Berkeley)
- Olive M. Lombard, *Nursing*
 B.S., McGill University; M.S., Harvard School of Public Health
- Lawrence MacDonald, *Education*
 B.S., O.D., Massachusetts College of Optometry
- W. Allen Mills, *Education*
 A.B., University of Saskatchewan; A.M., McGill University;
 Ph.D., Harvard University
- Jean Mooney, *Education*
 A.B., Smith College; M.A., Stanford University; Ph.D., Boston College
- Thomas A. Morse, *Education*
 B.S., M.S., Boston University
- Ouida Morris, *Education*
 B.S., Centenary College of Louisiana; M.A., University of Minnesota
- Ena Nuttall, *Education*
 B.S., University of Puerto Rico; A.M., Radcliffe College;
 M.Ed., Ed.D., Boston University
- Edward M. O'Flaherty, S.J., *Sociology*
 A.B., Boston College; Ph.L. Facultes de Saint-Albert de Louvain;
 M.A., University of Pennsylvania; M.A., Weston School of Theology;
 Ph.D. (cand.) University of Pennsylvania

Gur Ofer, *Economics*
 B.A., M.A., Hebrew University; Ph.D., Harvard University

Ernest A. Rakow, *Education*
 B.S., Concordia Teachers College; A.M., Cand. Ph.D., University of Chicago

Jerald Rice, *Geology & Geophysics*
 B.A., M.S., Clark University; M.A.T. (Sciences), Indiana University

Donald K. Richter, *Economics*
 B.A., M.A., Yale University;
 Ph.D. (Cand.) Massachusetts Institute of Technology

Robert E. Rieker, *Geology and Geophysics*
 B.A., Ph.D., University of Colorado

Leo H. Riley, *Education*
 A.B., Boston College; M.D., Boston University; S.M., Harvard University

Myron Shariff, *Nursing*
 B.A., Harvard College; M.Ed., Tufts University; Ph.D., Harvard University

W. Robert Smith, *Education*
 B.S., Northern Illinois University

Jolane Solomon, *Biology*
 A.B., Hunter College; M.S., Ph.D., Radcliffe College

Brita Stendahl, *Slavic & Eastern Languages*
 Teol.fil.kand., Teol.kand., Fil.kand., Uppsala

Vera Taranovski, *Slavic and Eastern Languages*
 A.B., A.M., Belgrade University

Yueh-hung Ting, *Slavic & Eastern Languages*
 A.B., NTU (Taiwan); M.A., Kent State University;
 M.A., Harvard University; Ph.D. (cand.), New York University

Charles H. Toll, *Mathematics*
 A.B., Boston College; Ph.D. (cand.), Yale University

Richard W. Tresch, *Economics*
 A.B., Williams College; Ph.D. (Cand.) Massachusetts Institute of Technology

Hugo R. Vigoroso, *Education*
 B.S., University of Rhode Island; M.Ed., Boston College

William R. Walkowiak, *Education*
 B.S., M.A., Western Michigan University

George Wallace, *Education*
 B.S.Ed., M.Ed., University of Florida

Ching-yun Wang, *Slavic & Eastern Languages*
 B.Sc., NTNU (Taiwan); M.S., Ph.D. (cand.), Northeastern University

Geoffrey Woglom, *Economics*
 B.A., M. Phil., Ph.D. (Cand.), Yale University

Teaching Fellows 1971-72

James Adair	<i>Education</i>
Merry Sue Ahlgren	<i>Mathematics</i>
Ataman Aksoy	<i>Economics</i>
James Alvino	<i>Philosophy</i>
Suzanne Art	<i>Romance Languages</i>
Sandra Bassanelli	<i>Mathematics</i>
Jane Beins	<i>English</i>
Catherine Berlinghieri	<i>Romance Languages</i>
Barbara Browne	<i>Mathematics</i>
Richard Burton	<i>Germanic Studies</i>
Preston Bush	<i>Mathematics</i>

Barry Capella
 Susan Carroll
 James Centorino
 Veda Cobb
 Teresa Cochran
 Lloyd Cohen
 John Coughlin
 James Delaney
 Sr. Christopher Dodds
 William Elias
 Vincent Ficaglia
 William Fidler
 Deidre Frontczak
 Danielle Giangrande
 Randolph Grimm
 Charles Heikkinen
 Linda Herald
 Richard Huber
 Martha Hunt
 Robert Hussey
 Albert Kearney
 Paul Kelly
 Eugene Kirk
 Ban An Khaw
 Dorothea Kunde
 Louise LeBlanc
 Charles Leininger
 Sandi Lieu
 Richard Lordt
 Sr. Frances Mahoney
 David Marcenko
 Isabel Martineau
 Gloria Menendez
 Richard Morrison
 Daniel Murphy
 Martin Murphy
 Robert Oldfield
 Donald Orsillo
 Gerard Panaro
 Peter Parter
 Joyce Perkins
 Ronald Polansky
 Martha Pollock
 Zareh Rezai
 Dorothy Richter
 Gordon Roberts
 Susan Salladay
 Paul Santilli
 Donald Schindler
 Robert Sevensky
 Catherine Sheehan
 Julie Sikorsky
 Rene Smith

English
 Mathematics
 Geology & Geophysics
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 Mathematics
 Economics

Irene Soriano
 Joan Stankiewicz
 Charles Steele
 Charles Streff
 Carol Talley
 Ann Topor
 Charles Taylor
 Ahmet Tekiner
 Clarence Thomas
 James Valone
 Clifford Voss
 Stuart Weinberg
 Jerome Wieler
 Kuo-Yung David Wong
 Wallace Wood
 Norah Wylie
 Judith Zalewski
 Elaine Zimmerman

Romance Languages
 Mathematics
 Mathematics
 Psychology
 English
 Biology
 Philosophy
 Economics
 Romance Languages
 Philosophy
 Geology & Geophysics
 Philosophy
 Philosophy
 Physics
 Education
 English
 Mathematics
 Slavic & Eastern Languages

Graduate Assistants 1971-72

Winifred Allen
 Paul Altieri
 Robert Amrein
 Barbara Bagwell
 Paul Banks
 Robert Bak
 Ann Baker
 Leo Barille
 Stephen Barry
 Sr. Dulcine Bartosiak
 Grace Baron
 John Batsie
 Janet Bavicchi
 William Bellew
 Jerome Bello
 Brian Benestad
 Alice Benjamin
 Thomas Berger
 Michael Betcher
 Mohen Bhatnagar
 Paul Bille
 James Blose
 James Brown
 Prince Brown
 Andrew Burke
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 Eleanor Carr
 Elizabeth Cha
 C.C. Chacko
 Charles Chamberlain
 Phoebe Chao
 Nan-Chu Chen
 Liang K-C Cheng
 Monica Choi

Psychology
 Economics
 Geology & Geophysics
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 Political Science
 Romance Languages
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 Chemistry
 Mathematics
 Physics
 Geology & Geophysics
 History
 Physics
 Physics
 Education

Philip Christensen
 Daniel Connell
 Rebecca Cooper
 Robert Creutz
 Bruce Croffy
 Edward Daly
 Ronald DeFilippa
 Stanley DeHaan
 Dominic Delorenzo
 Michael DeVito
 Wendy Dickinson
 Gerald Diebold
 Thomas DiNetto
 Daniel Downey
 Christine Doyle
 Albert Dragon
 Chester Dunning
 Susan Dunnigan
 Sr. Ellen Egan
 Carolyn Eldridge
 Jeffrey Everson
 James Farrington
 William Florman
 Ann Marie Ford
 Maria Pilar Frade
 Sandra Galetto
 Alfred Grant
 Susan Greenblatt
 Richard Gross
 Mary Haberle
 Kurt Halliday
 Philip Heller
 Donald Hillier
 Lois Horton
 Shyh-Shong Hsu
 Ronald Iorio
 Bayo Jegede
 Ann Johnson
 James Johnson
 Eva Kampits
 Maureen Keenan
 Sr. Nancy Kehoe
 Barbara Kelly
 Sanford Kessler
 Edward Kienzle
 Catherine Koerntgen
 Paul Lacy
 Louise LaFleur
 Thomas LaGrasta
 Ann Lange
 Gerald Lieb
 Chia Lin
 Howard London
 Ronald Longobardi

Chemistry
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Ann Luchetti
 Nancy Ma
 James Macado
 Russell MacDonald
 John Madden
 Mary Mahoney
 Ronald Majocha
 Charles Malloy
 Robert Mann
 James Markuson
 Leo Martin
 William Mass
 Robert Mayberry
 Ronald McCarthy
 Mark McDonald
 Paula McDonnell
 Susan McMonagle
 Arthur Mead
 Gloria Menendez
 Manoocher Mirzazadeh
 Paul Mishkin
 Michael Morris
 Sharon McWey
 John Moynihan
 Charles Mueller
 Shamita Mukhopadhyay
 Malcom Munson
 Gerald Murphy
 Eleanor Murray
 Teri Newman
 Pratibha Nuthakki
 Deborah Ott
 Jean Owen
 Dennis Pacheco
 Francis Pagano
 Michael Passanisi
 Joseph Peltier
 Linda Perrotto
 Mary Philippides
 Donald Pike
 John Pini
 Joanne Plescowicz
 Meredith Puls
 Nicholas Racheotes
 Henry Rausen
 Barbara Raymondi
 Jose Ribeiro
 Norman Richards
 James Riley
 John Riley
 Wesley Roher
 Clark Ross
 Robert Rotering
 Linda Roulston

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 Education
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 Psychology
 Education
 Philosophy
 Economics
 Philosophy
 Sociology

James Rourke	Education
Mary Russell	History
Paul Russell	History
Rita Ryan	Biology
Peter Sagnelli	Sociology
Darrell Sanders	Chemistry
Michael Saniuk	Chemistry
Robert Santoro	Physics
Lorraine Sartori	Biology
Sr. Maxyne Schneider	Chemistry
Cathy Schoen	Economics
Jerome Schultz	Education
Miridulata Sekhar	Physics
Stephen Sekula	Chemistry
Richard Shankar	Sociology
Richard Sheehan	Economics
Robert Sheehan	Physics
John Shoukimas	Biology
Jane Shute	Economics
Lila Siddons	Physics
Elpidio Silvestri	Physics
William Spaeth	Economics
Dyanne Speer	Political Science
Clark Springgate	Biology
Judith Steininger	English
Frank Stevenson	Philosophy
Maureen Sullivan	Romance Languages
James Sumrall	Economics
Barbara Sweeney	Biology
Carol Tesone	Biology
Nancy Theberge	Sociology
Robert Thibodeau	Economics
Jerry Trimble	Education
Donna Turek	Sociology
Joseph Turiano	Sociology
Barry Unger	Psychology
Kenneth Wadoski	Sociology
John Waggoner	Political Science
Jyh-yun Wang	Physics
Lynn Ware	Economics
Ralph Watson	Education
Edward Weber	Physics
George Willhauck	Classics
Sandra Wilson	Psychology
Ann Winton	Education
Roger Wirt	Psychology
Mary Winslow	Education
Rudolph Yaksick	Economics
Mary Yeater	History
Marshall Yokel	Biology
Yumiko Yoshida	History

N.D.E.A. Title IV Fellows**1971-1972**

Alexander Bloom	<i>History</i>
Susan Butler	<i>History</i>
Ying Lum Galik	<i>Psychology</i>
William Gay	<i>Philosophy</i>
Burette Gwinn	<i>Germanic Studies</i>
Beverly Kienzle	<i>Romance Languages</i>
Louise LaFleur	<i>Chemistry</i>
John Lawler	<i>Physics</i>
Mary LaChance	<i>Biology</i>
Donald MacRitchie	<i>Economics</i>
James May	<i>Philosophy</i>
Sheila Murphy	<i>Education</i>
Mark O'Connor	<i>History</i>
Sr. Eileen Riordan	<i>Biology</i>
Gordon Roberts	<i>Economics</i>
Rene Smith	<i>Economics</i>
Irene Soriano	<i>Romance Languages</i>

NSF Trainees**1971-1972**

Philip Christensen	<i>Chemistry</i>
William Danahy	<i>Economics</i>
Felicia D'Auria	<i>Mathematics</i>
Linda Ephrath	<i>Physics</i>
Richard Fristensky	<i>Economics</i>
Catherine Koerntgen	<i>Chemistry</i>
Maxyne Schneider	<i>Chemistry</i>

University Fellows**1971-1972**

Steven Abrams	<i>English</i>
Leslie Altman	<i>English</i>
Ilona Bell	<i>English</i>
Mary K. Bluestein	<i>English</i>
Ruth Bodenheimer	<i>English</i>
William Bullard	<i>English</i>
Pamela Cocks	<i>History</i>
Martha Echols	<i>English</i>
William Ellis	<i>English</i>
John Flaherty	<i>Physics</i>
Terrence Heagney	<i>English</i>
Michael Jones	<i>English</i>
Jack Lucken	<i>Economics</i>
Myrna Malec	<i>English</i>
Sr. Grace Pizzimenti	<i>Romance Languages</i>
Anice Price	<i>English</i>
Susannah Robbins	<i>English</i>
Morris Wee	<i>English</i>
Ruth Weinstock	<i>English</i>

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John R. Smith, B.S., M.B.A.	<i>Financial Vice President</i>

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Rev. George R. Fuir, S.J., A.M., S.T.L.	<i>Dean The Summer Session, Associate Dean The Graduate School of Arts and Sciences</i>
Donald J. White, Ph.D.	<i>Dean The Graduate School of Arts and Sciences</i>
Rev. Richard W. Rousseau, S.J., Ph.D.	<i>Dean The Weston College School of Theology</i>

Richard G. Huber, LL.M.	Dean The Law School
Rev. James A. Woods, S.J., M.A.T., S.T.B.	Dean The Evening College of Arts, Sciences and Business Administration, University Registrar
Edmund M. Burke, Ph.D.	Dean The Graduate School of Social Work
Albert J. Kelley, Sc.D.	Dean The School of Management
Mary Dineen, Ed.D.	Dean The School of Nursing
Lester Przewlocki, Ph.D.	Dean The School of Education

* * * * *

Charles H. Baron, A.B., LL.B.	Associate Dean The Law School
John G. Bolin, Ed.D.	Director of the Office of Institutional Planning and Research
J. Joseph Burns, M.D.	Director of Medical Services
Rev. David F. Carroll, S.J., A.M.	Faculty Moderator of Athletics
J. Stephen Collins, M.S., C.P.A.	Director of Financial Aid
Rev. Brendan C. Connolly, S.J., Ph.D.	Director of Libraries
Justin C. Cronin, M.B.A.	Assistant Dean The School of Management
James A. Delay, A.B.	Director of Public Relations
Rev. James J. Devlin, S.J., A.M., M.S.	Director of Campus Planning
George Donaldson, M.B.A.	Director of Placement
Edward C. Driscoll, A.B.	Business Manager
Kevin P. Duffy, M.Ed.	Director of Housing
Christopher J. Flynn, Jr., A.M., J.D.	Associate Dean The School of Management
William J. Flynn, M.Ed.	Director of Varsity and Intramural Athletics
Marc A. Fried, Ph.D.	Director of the Institute of Human Sciences
Mary D. Griffin, Ph.D.	Associate Dean The School of Education
Rev. Edward J. Hanrahan, S.J., A.M.	Dean of Students
James A. Hayden, Jr., A.B.	Director of Development
August T. Jaccaci, M.A.T.	Director of Special Curricular Programs
Albert G. Jacobbe, M.A.	Director of Student Activities
Weston M. Jenks, Jr., A.M., M.Ed.	Director of University Council on Counseling Services
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Raymond F. Keyes, M.B.A.	Assistant Dean The School of Management
Lorraine Kinnane, A.M.	Director of the Office of Testing Services
Francis J. Larkin, B.S., LL.M.	Associate Dean The Law School
Richard J. Leonard, B.S.B.A., C.P.A.	Controller
Richard Maffei, Ph.D.	Associate Dean The School of Management

John J. Maguire, Ph.D.	<i>Director of Admissions</i>
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Henry J. McMahon, A.M.	<i>Associate Dean</i>
	<i>The College of Arts and Sciences</i>
Raymond J. Mitchell, M.Ed.	<i>Director of University Publications</i>
Rev. John A. O'Callaghan, S.J., Ph.D.	<i>Faculty Moderator of the Alumni</i>
Richard J. Olsen, M.B.A.	<i>Executive Assistant to the President</i>
Rev. Joseph B. Pomeroy, S.J., M.S.	<i>Director of the Computer Center</i>
Fred John Pula, Ed.D.	<i>Director of University Audio-Visual Services</i>
Leo V. Sullivan, B.S.	<i>Director of Personnel</i>
David E. Tanenbaum, D.S.W.	<i>Associate Dean</i>
	<i>The Graduate School of</i>
	<i>Social Work</i>
Rev. Edmond D. Walsh, S.J., A.M.	<i>Dean of Admissions</i>
John F. Wissler, B.S.B.A.	<i>Executive Director of the Alumni Association</i>
Robert L. Wood, B.S.	<i>Director of Buildings and Grounds</i>



Academic Calendar

September 1972 – June 1973

Fall Term

Sept.	18	Classes begin
Oct.	4-6	Registration (W-F 9:30-11:45; 1:00-6:00)
	9	University Holiday*
	13	Withdrawal after this date earns a grade of W
	23	University Holiday*
Nov.	22	Thanksgiving holidays begin at noon (Wednesday)
Dec.	15	Latest date for filing application for February Master's and C.A.E.S. comprehensive examinations
	19	Christmas holidays begin at close of classes
	29	Last date for withdrawal without a grade of F
Jan.	3	Classes resume
	15-23	Term examinations

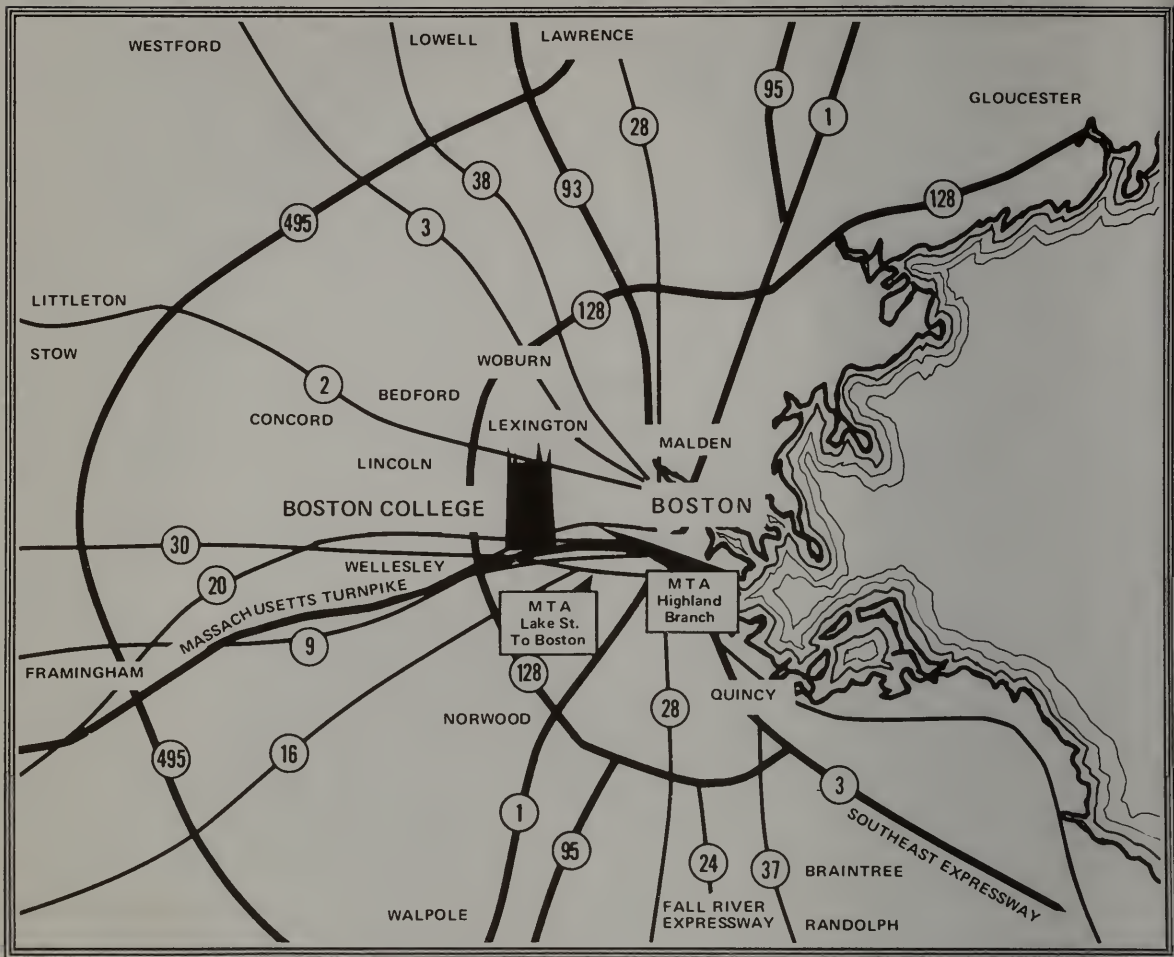
Spring Term

Jan.	29	Classes begin
Feb.	14-16	Registration (W-F 9:30-11:45; 1:00-6:00)
	19	University Holiday*
	23	Withdrawal after this date earns a grade of W
March	15	Latest date for filing application for Master's and C.A.E.S. comprehensive examinations
	16	University Holiday*
	19-23	Winter recess
	26	Classes resume
	28	Latest date for filing Graduation Cards for June degrees
April	19-23	Easter recess
	24	Classes resume
May	4	Latest date for June doctoral candidates to submit thesis title (see page 13 for regulation)
		Last date for withdrawal without a grade of F
	11	Final class day for second semester
	14	Latest date for turning in signed and approved copies of Master's and Doctoral theses in the Graduate School Office
	16	Final date by which June candidates must settle all financial accounts
	14-22	Term examinations
June	4	Commencement (Monday)

* Classes cancelled and administrative offices closed.

** Classes cancelled but administrative offices open.

DIRECTIONS FOR VISITORS TO BOSTON COLLEGE



Located between Commonwealth Avenue (Route 30) and Beacon Street in Chestnut Hill, Massachusetts, the University Heights campus of Boston College is easily accessible from all approaches.

Visitors arriving at Logan International Airport will find ample means of transportation into downtown Boston. Interstate bus lines all have terminals in the heart of the city.

From downtown Boston, visitors may travel directly to the Heights by taxi or may take the Boston College-Commonwealth Avenue trolley car out of Park St. Station and to the end of the line, where the campus is only a short walk up the hill.

For those driving to Boston College, the auto routes are easily traveled and plainly marked.

From the south and southeast—Routes 95 and 24 north, to Route 128 north, to Route 30 (Commonwealth Avenue) east, directly to Boston College.

From the west and southwest (e.g. New York City, New Jersey, etc.)—Routes 15 or 91 north, to the Massachusetts Turnpike (Route 90) east, to Route 128 north, to Route 30 (Commonwealth Avenue) east, directly to Boston College.

From the north and northeast—Routes 3, 93 and 95 (U.S. 1) south, to Route 128 south, to Route 30 (Commonwealth Avenue) east, directly to Boston College.

